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RECOMMENDATION

Of the Ward School Teachers' Association of the City of New York.

IN presenting a set of elementary books for the adoption of this Association, your Committee unanimously recommends the following:

First: The *Pictorial Primer*, by R. Bentley. The Committee would here observe, that the great object of this work seems to be, to make study interesting and attractive to children from the very commencement. The style is easy and familiar, the matter excellent and admirably arranged, and calculated to make an impression on the mind which will produce a favourable result in subsequent study. It is well calculated to promote the object for which it was designed.

Second: The *Pictorial Spelling Book*, by the same author.

Much of the toil and labour which children generally undergo while studying books of this kind, seems to be obviated in this; the variety and illustrations of the lessons; each of which has for its object the gradual improvement of the pupil. The lessons are full and various, and several useful tables are introduced which are not found in books of this kind.

Third: The *Introduction to the Pictorial Reader*, by the same author. This is a continuation of this system of spelling and reading books, and contains a great variety of easy and instructive lessons on familiar subjects, and so arranged and illustrated as to make study pleasing and inviting to children. The contrasting "good and evil, kindness and cruelty, truth and falsehood," throughout the work, and pressing upon the tender mind a belief that the practice of virtue will render children happy, while to follow vice will render them unhappy, are traits of excellence highly commendatory. This is a work of great merit.

All of which is respectfully submitted.

*Committee on the
Examination
of School Books.*

{ S. DURAND, *Chairman*.
JOSEPH W. WRIGHT,
HENRY W. HULL.
EDWARD McELROY
E. H. JENNY,
JOHN WALSH.

The Committee respectfully submits to the Association, for its adoption, the following resolution:

Resolved, That this Association recommends the adoption of *Bentley's Series of Books* named in the accompanying report, and that we individually will use our influence to secure their immediate introduction into ... schools with which we are connected.

Adopted at a meeting of the Ward School Teachers' Association, July 23d, 1845.

WM. KENNEDY, *Recording Secretary*.



Frontispiece to Bentley's Spelling-Book.

THE
PICTORIAL
SPELLING BOOK:

CONTAINING

**An improved method of teaching the alphabet,
and likewise spelling and pronunciation,
by the use of Pictures: interspersed
with a variety of useful and**

INTERESTING

READING LESSONS,

ILLUSTRATED WITH

NUMEROUS ENGRAVINGS.

TO WHICH ARE ADDED,

**Examples for Spelling and Defining words, by
placing them synonymously:**

ALSO,

RULES AND EXAMPLES

FOR SPELLING DERIVATIVE WORDS;

AND EXAMPLES OF

PREFIXES AND SUFFIXES, WITH THEIR DEFINITIONS;

**With other useful and interesting matter, being an im-
provement on the English Spelling Book.**

The orthography and pronunciation adapted to the best usage.

BY RENSSELAER BENTLEY,

Author of the Pictorial Primer, American Instructor, Derivative
Expositor, &c.

NEW-YORK:

PUBLISHED BY PRATT, WOODFORD & CO.

1849.

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ADVERTISEMENT.

In the elementary books published by the author some years ago, the orthography and pronunciation of Walker's Dictionary was strictly adhered to—the present work, not being confined to that Dictionary as a standard, will, in some few words, differ from those formerly published. In the present work, much care has been taken to ascertain the most approved orthography and pronunciation of such words as are considered doubtful or unsettled ; to accomplish an object so desirable, reference has been had to our best speakers and writers, and where their decisions have been corroborated by our best Dictionaries, they have been adopted.

With proper respect for the opinions of others, we would here briefly allude to the subject of synonymous words, which at present seems to interest and engage public attention. By a careful examination of Crabb's English Synonymes, the most complete and scientific work of the kind ever published in the English Language, and the origin of all minor works, but few words will be found, comparatively speaking, that are strictly synonymous : although some writers have made the class very great. Their good intention is not doubted, nor is this meant to detract from the merit of their works : but upon a careful examination, much will be found, it is believed, in which "the nice shades of distinction between words closely allied," are not sufficiently preserved ; and therefore not in accordance with the settled principles of the language. Popular opinion is often governed by impulse, instead of sober reason and careful investigation ; and thereby errors, gross errors frequently pass unnoticed and uncorrected ; whereby much injury is done, not only to the rising generation, but to the purity of the language.



ENTERED, according to the Act of Congress, in the year 1839, by
RENSSELAER BENTLEY, in the Clerk's Office of the District Court of
the Southern District of New-York.

PREFACE.

THE SPELLING BOOK, being usually the *primary book* of instruction, is, perhaps, the most important one, so far as education is concerned, that is ever put into the hands of the pupil. Being the guide and *inductor* to the whole round of literature and science, it is naturally regarded, in the conceptions of the child, as the representative of the train that follows. So if this in itself be dull, or is made to produce the impression of dullness upon the mind of the young scholar, the idea will invariably be associated with every succeeding book of instruction. Thus the business of study and learning, instead of being regarded as a rational pleasure, becomes a spiritless and uninteresting drudgery. This sense of disgust is sometimes heightened by the injudicious teacher, in assigning lessons as a task or a punishment—a course never sufficiently to be reprehended. Hence the origin of the complaint, so often made by parents in regard to their children—that they cannot conquer their aversion to books and to study, and consequently find unavailing every effort to make them scholars.

Aware of these evils from personal experience in the business of instruction, the author has been induced to attempt a remedy; how far he has succeeded, the public will decide. To this end, he has endeavoured to render the gradations of ascent in the pupil's incipient attainment, as easy and interesting as possible; and though his course must be "onward and *upward*," yet that the toil of each succeeding step may be repaid by the novelty and interest of new scenes. Thus, while it has been a constant endeavour to interest and amuse, it has been with a strict and ultimate regard to improvement. To secure this object, such words are inserted in the introductory spelling sections, as will convey familiar and definite ideas to the child. Interspersed with these words are pictures, designed not only to excite the attention of the pupil, but also to enable him readily and easily to comprehend the words themselves. Pictures are

also introduced as illustrations, (not as embellishments,) to the reading lessons, in order to unfold the story, and render it more attractive. Thus a pleasurable excitement will be produced in the pupil's mind, and acquisition, it is believed, will cease to be regarded as a drudgery.

In arranging the spelling lessons which are more difficult, the words which have the same meaning, are classed together in such a manner that each word defines its opposite : this gives variety to the spelling exercises, and at the same time introduces the study of definitions. Concise rules and examples are likewise given for spelling Derivative Words, (a subject almost entirely neglected,) a knowledge of which, would correct many of the gross errors so common among writers. The prefixes and suffixes are also explained in the most familiar terms ; with examples, and full definitions : with many other useful and interesting lessons.—The whole, adapted to the capacity and comprehension of children.

Many excellent primers or picture-books have been published for the use of children, with a view of substituting them for the spelling-book ; but they seem to have entirely failed in their object, in consequence of the great deficiency in the variety of spelling lessons. The present work will contain, not only all that is necessary in a spelling-book, but also the amusement so eagerly sought for in picture-books, thus making "amusement the vehicle of instruction" which is so great a desideratum.

The work is now submitted to the inspection of a candid and enlightened community, with the hope that it will receive a *thorough* and *impartial* examination ; believing those school books which are best calculated to accelerate the improvement of youth, and promote the objects for which they are designed, will have the preference in our common schools.

New-York, May, 1839.

RUDIMENTS OF THE ENGLISH LANGUAGE.

The first principles or elements of pronunciation, are *letters* : of which there are *twenty-six* in the English Language.

The letters when taken together, are called the *English Alphabet*.

The Alphabet is divided into *vowels* and *consonants*.

A *vowel* is a letter which can be sounded by itself, without the assistance of any other letter.

The *vowels* are *a, e, i, o, u*, and sometimes *w*, and *y*.

A *consonant* is a letter which cannot be fully sounded without the help of a vowel.

The *consonants* are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z*, and sometimes *w*, and *y*.

A *compound character* is two consonants united, which represent a distinct simple sound. They are *ch, sh, th*, and *ng*.

The sounds of the Vowels.

A has five sounds : a long sound, as in *pale* ; a short sound, as in *pat* ; a long broad sound, as in *pall* ; a flat sound, as in *far* ; and a short broad sound, as in *wad*.

E has four sounds : a long sound, as in *here* ; a short sound, as in *hen* ; the sound of *u* short, as in *her* ; and the sound of *a* long, as in *tete*.

I has four sounds : a long sound, as in *bite* ; a short sound, as in *bit* ; the sound of *u* short, as in *bird* ; and the sound of *e* long, as in *police*.

O has six sounds : a long sound, as in *note* ; a long broad sound, as in *nor* ; a short broad sound, as in *not* ; the sound of *oo* proper, as in *move* ; the sound of *oo* short, as in *wolf* ; and the sound of *u* short, as in *love*.

U has three sounds : a long sound, as in *cube* ; a short sound, as in *cub* ; and the sound of *oo* short, as in *pull*.

W, when a vowel, has one sound ; which is the same that *u* would have in the same situation ; as in *how*.

Y, when a vowel, has two sounds : a long sound, as in *style* ; and a short sound, as in *hymn*.

Note.—The preceding sounds of the vowels are all represented by figures in the following work: but they have some irregular sounds, which are not defined by figures; the words which contain them are classed together in the 66th section, and their pronunciation accurately pointed out.

The Diphthongs.

A *diphthong* is the union of two vowels uttered by one impulse of the voice.

A *proper diphthong* is that in which both the vowels are sounded. They are *oi*, *oy*, *ou*, and *ow*; as in *oil*, *boy*, *ounce*, *cow*.

An *improper diphthong* has but one of the vowels sounded; as *oa* in *boat*, *ea* in *beat*. They are *ai*, *ae*, *ao*, *au*, *aw*, *ay*, *ea* *ee*, *ei*, *eo*, *eu*, *ew*, *ey*, *ia*, *ie*, *io*, *oa*, *oe*, *co*, *ua*, *ue*, *ui*, *uy*.*

A *triphthong* is the union of three vowels; as in *lieu*.

Sounds of the Consonants.

B has but *one* sound, as in *bale*.

C has *four* sounds: a hard sound like *k*, at the end of syllables, and before *a*, *o*, *u*, *l*, *r*, and *t*; as in *card*, *cord*, *curd*, *clog*, *crop*, *tract*; a soft sound like *s*, before *e*, *i*, and *y*, as in *cell*, *cite*, *cymbal*; the sound of *sh*, as in *ocean*, *social*; and the sound of *z*, as in *suffice*, *discern*.

D has *one* sound as in *dime*.†

F has *one* sound, as in *life*; except in *of*, in which it has the sound of *v*.

G has *two* sounds: a hard sound at the end of words, and before *a*, *o*, *u*, *l*, and *r*; as in *gag*, *gone*, *gull*, *glut*, *grand*: a soft sound like *j* before *e*, *i*, and *y*; as in *gem*, *gibe*, *gyre*. There are exceptions to this last sound, which are defined in the following work; that is, where *g* is hard before *e*, *i*, and *y*.

H has but *one* sound, as in *hat*.

I, when a consonant, has the same sound that *y* would have in the same situation: thus *filial* is pronounced *filyal*.

J has *one* sound, as in *joke*; except in the word *hallelujah*, pronounced *halleluya*.

* In the following work, when the improper diphthongs are used, the vowels which have no sound are printed in *Italic* characters; but those which are sounded are printed in *Roman* characters.

† When the verbal termination *ed* is not preceded by *d* or *t*, the *e* is generally silent, and the *d* is added to the foregoing syllable; or the sound of *d* changed into *t*, which is added to the foregoing syllable: thus, *loved*, *named*, *cracked*, *mixed*, are pronounced *lovd*, *namd*, *crakt*, *mixt*, &c.

K has but *one* sound, as in *kite*.

L has but *one* sound, as in *line*.

M has *one* uniform sound, as in *man* ; except in *comptroller*, pronounced *kontrolur*.

N has *two* sounds : its proper sound as in *net* ; and the sound of *ng*, as in *thank*, pronounced *thangk*.

P has a uniform sound, as in *part* ; except in *cupboard*, pronounced *kubburd*.

Q has always the sound of *k*, and is followed by *u*, which has the sound of *w* ; as in *quill*.

R has *one* sound, as in *rice*.

Re at the end of words, has the short sound of ²*ur* ; thus, *fi-bre* is pronounced *fi-bur*, &c.

S has *four* sounds : its proper sound, as in *sin*, *silver* ; the sound of *z*, as in *has*, *was* ; the sound of *sh*, as in *mansion*, *censure* ; and the sound of *zh*, as in *fusion*, *rasure*.

T has *three* sounds : its proper sound, as in *tin*, *turn* ; the sound of *sh*, as in *nation*, *action* ; and the sound of *ch* or *tsh*, as in *bas-tion*, pronounced *bas-tshun*.

U, when a consonant, has the sound that *w* would have in the same situation ; thus *queen* is pronounced *kween*.

V has *one* uniform sound, as in *vine*.

W, when a consonant, has but *one* sound, as in *wine*.

X has *three* sounds : its proper sound like *ks*, as in *wax* ; a flat sound like *gz*, as in *exist*, pronounced *egzist* ; and the sound of *z* at the beginning of words, as in *Xenophon*.

Y, when a consonant, has but *one* sound, as in *youth*.

Z has *two* sounds : its proper sound, as in *zeal* ; and the sound of *zh*, as in *glazier* pronounced *glazhur*.

Ch has *three* sounds : its proper sound, as in *chip* ; the sound of *k*, as in *chord* ; and the sound of *sh*, as in *chaise*.

Sh has but *one* sound, as in *shine*.

Ng has a sharp ringing sound, as in *bring* ; but when followed by *e*, the *g* takes the sound of *j*, as in *strange*.

Th has *two* sounds : the one sharp, as in *think*, *thin* ; the other flat, as in *these*, *them*.

Gh sounds like *f*, as in *rough* ; unless otherwise defined.

Ph sounds like *f*, as in *phrase* ; unless otherwise defined.

Aw and *au*, when printed in Roman characters, have the sound of broad *a* long ; as in *law*, *haul*.

Ew has the sound of *u* long, as in *hew*, *mew*.

Of Words, Accent, Emphasis, and Cadence.

A letter is the first element, or least part of a word.

A syllable is a letter, or union of letters, which can be pronounced by one impulse of the voice.

Words are articulate sounds, used by common consent, as signs of our ideas.

A word of one syllable is called a *monosyllable*.

A word of two syllables is called a *dissyllable*.

A word of three syllables is called a *trisyllable*.

A word of four or more syllables is called a *polysyllable*.

Words are primitive, derivative, or compound.

A primitive word is that which cannot be reduced to any simpler word in the language ; as *love, care*.

A derivative word is formed of the primitive, and some different termination, or an additional syllable or syllables ; as *love-ly, cares, care-ful, care-ful-ness*.

A compound word is sometimes formed of two primitive words, as *hat-band, ink-stand* ; and sometimes of a primitive and derivative ; as *whipping-post, singing-master*.

Spelling is the art of expressing words by their proper letters.

Accent is a forcible stress of the voice on a letter or syllable, in order to distinguish it from other letters or syllables in the same word : as in *ob'-ject, a-ban'-don*.

Emphasis is a particular force of the voice, by which we distinguish the most important word or words in a sentence.

Cadence is a depression of the voice in reading or speaking, and generally takes place at the close of a sentence.

Rules to be observed in using the following work.

The *silent letters*, except *s*, are printed in *Italic* characters.

S, when printed in *Italic*, has the sound of *z*, as in *rose*.

The syllables *tion*, and *sion*, are pronounced like *shun*.

When *e* terminates a syllable preceded by a consonant, where the preceding vowel sound in the same syllable is long, it is printed in a Roman character ; in other terminations it is printed in *Italic*.

In the spelling sections of the following work, the *letters* have their *proper sounds*, unless otherwise defined. *G* has its hard sound at the end of words, and before *a*, *o*, *u*, *l*, and *r*, and its soft sound before *e*, *i*, and *y*; *c* has the sound of *k* before *a*, *o*, *u*, *l*, *r*, and *t*, and the sound of *s* before *e*, *i*, and *y*; and *ch* has its proper sound; unless otherwise defined. *Ee*, *oo*, *ll*, *ff*, *ss*, *gg*, *ck*, &c. are all printed in Roman characters, although one letter would be sufficient to express the sound.

A TABLE,

Representing the different sounds of the simple and diphthongal vowels referred to by the figures in the following work.

Figure 1 represents

the long sound of *a*, as in blame, pave'-ment;

the long sound of *e* or *ee*, as in mere, meet;

the long sound of *i*, as in mine, prime;

the long sound of *o* or *oo*, as in dote, door;

the long sound of *u* or *ew*, as in in mute, mewl;

the long sound of *y*, as in type, ty'-rant.

Figure 2 represents

the short sound of *a*, as in mat, mar'-ry;

the short sound of *e*, as in bet, bet'-ter;

the short sound of *i*, as in pin, pim'-ple;

the short sound of *u*, as in drum, rum'-ble;

the short sound of *y*, as in hymn, sys'-tem.

Figure 3 represents

the long sound of broad *a*, as in wall, wa'-ter;

the long sound of broad *a*, made by *au* or *aw*, as in caul, law;

the long sound of broad *a* made by *o*, as in corn, morn.

Figure 4 represents

⁴ ⁴ ⁴ ⁴
the flat sound of *a*, as in harm, farm, mar'-ket.

Figure 5 represents

⁵ ⁵
the short sound of broad *a*, as in wad, wal'-let ;
⁵ ⁵
the short sound of broad *o*, as in not, mod'-ern.

Figure 6 represents

⁶ ⁶
the sound of *oo* proper, as in noon, gloom'-y ;
⁶
the sound of *oo* proper made by *o*, as in prove.

Figure 7 represents

⁷ ⁷
the sound of *oo* short, as in good, wool'-ly ;
⁷ ⁷
the sound of *oo* short made by *o*, as in wolf, could ;
⁷ ⁷
the sound of *oo* short made by *u*, as in full, pull.

Figure 8 represents

⁸
the sound of *u* short made by *e*, as in her ;
⁸ ⁸
the sound of *u* short made by *i*, as in bird, dirt ;
⁸ ⁸
the sound of *u* short made by *o* or *oo*, as in love, flood.

Figure 9 represents

⁹ ⁹
the sound of *a* long made by *e*, as in tete, rein.

Figure 10 represents

¹⁰ ¹⁰
the sound of *e* long made by *i*, as in shire, pique.

The diphthongs *oi* and *oy*, represent

³ ² ¹ *oi* *oy*
the long broad *o*, and the short *i* or long *e*, as in boil, cloy

The diphthongs *ou* and *ow*, represent

³ ⁷ *ou* *ow*
the long broad *o*, and the short *oo*, as in pound, brow.

Questions for exercise in the sounds of the letters.

- Q. What sound has *a* in *name*? A. A long sound.
 Q. What sound has *a* in *man*? A. A short sound.
 Q. What sound has *a* in *hall*? A. A long broad sound.
 Q. What sound has *a* in *farm*? A. A flat sound.
 Q. What sound has *a* in *wad*? A. A short broad sound.
 Q. What sound has *e* in *mere*? A. A long sound.
 Q. What sound has *e* in *hemp*? A. A short sound.
 Q. What sound has *e* in *her*? A. The sound of *u* short.
 Q. What sound has *e* in *there*? A. The sound of *a* long.
 Q. What sound has *i* in *mine*? A. A long sound.
 Q. What sound has *i* in *limp*? A. A short sound.
 Q. What sound has *i* in *bird*? A. The sound of *u* short.
 Q. What sound has *i* in *shire*? A. The sound of *e* long.
 Q. What sound has *o* in *mope*? A. A long sound.
 Q. What sound has *o* in *morn*? A. The long sound of broad *a*.
 Q. What sound has *o* in *bond*? A. A short broad sound.
 Q. What sound has *o* in *prove*? A. The sound of *oo* proper.
 Q. What sound has *o* in *wolf*? A. The sound of *oo* short.
 Q. What sound has *o* in *come*? A. The sound of *u* short.
 Q. What sound has *u* in *cube*? A. A long sound.
 Q. What sound has *u* in *drum*? A. A short sound.
 Q. What sound has *u* in *pull*? A. The sound of *oo* short.
 Q. What sound has *y* in *style*? A. A long sound.
 Q. What sound has *y* in *hymn*? A. A short sound.
- Q. What sound has *c* in *cash*? A. The sound of *k*.
 Q. What sound has *c* in *cite*? A. The sound of *s*.
 Q. What sound has *g* in *game*? A. Its hard sound.
 Q. What sound has *g* in *gem*? A. A soft sound like *j*.
 Q. What sound has *n* in *can-ker*? A. The sound of *ng*.
 Q. What sound has *s* in *sing*? A. Its proper sound.
 Q. What sound has *s* in *was*? A. The sound of *z*.
 Q. What sound has *x* in *wax*? A. Its proper sound; like *ks*.
 Q. What sound has *x* in *ex-act*? A. The sound of *gz*.
 Q. What sound has *ch* in *chip*? A. Its proper sound.
 Q. What sound has *ch* in *chaise*? A. The sound of *sh*.
 Q. What sound has *ph* in *phrase*? A. The sound of *f*.
 Q. What sound has *gh* in *tough*? A. The sound of *f*.

Note.—By exercising the learner in the foregoing, and similar questions, he will soon become acquainted with the various sounds of the letters, which is of the utmost importance.

The Alphabet rendered familiar by Pictures.

The study of the Alphabet is generally uninteresting to children ; but by associating the letters with pictures, the mind becomes strengthened, and the learner pleased: It is believed that children will commit the alphabet to memory in this manner, in less than half the time occupied in the usual way.

A a
for
Apple



J j
for
Jug



S s
for
Shoe



B b
for
Boy



K k
for
Key



T t
for
Top



C c
for
Cow



L l
for
Lamb



U u
for
Urn



D d
for
Dog



M m
for
Man



V v
for
Vine



E e
for
Elk



N n
for
Net



W w
for
Wolf



F f
for
Fan



O o
for
Owl



Letter
X x



G g
for
Girl



P p
for
Pink



Y y
for
Yoke



H h
for
Harp



Q q
for
Quail



Z z
for
Zebra



I i
for
I-bex



R r
for
Rose



&
&



THE ALPHABET.

Those who prefer the common method of teaching the Alphabet, as arranged on this page, can pursue it: those who prefer teaching it by the assistance of pictures, can use the preceding page; and those who wish a classification, can make use of the following page. To change frequently from one page to another, will prove highly advantageous to the learner.

Roman Letters.

A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

&*

Italic.

A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

&*

Antique.

A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z

&

Names.

a
be
se
de
e
ef
je
aytch
i
ja
ka
el
em
en
o
pe
ku
ar
es
te
u
ve
double u
eks
wi
ze
and

Double Letters.

fi, ff, fl, ffi, m.

* This is a character standing for the word *and*.

SECTION I.

Classification of the Alphabet.

LESSON I.

a e i o u
a e i o u
a e i o u
a e i o u
a e i o u

LESSON V.

ka la ma na pa
ke le me ne pe
ki li mi ni pi
ko lo mo no po
ku lu mu nu pu

LESSON II.

b d f h j
b d f h j
b d f h j
b d f h j

LESSON VI.

r s t v z
r s t v z
r s t v z
r s t v z

LESSON III.

ba da fa ha ja
be de fe he je
bi di fi hi ji
bo do fo ho jo
bu du fu hu ju

LESSON VII.

ra sa ta va za
re se te ve ze
ri si ti vi zi
ro so to vo zo
ru su tu vu zu

LESSON IV.

k l m n p
k l m n p
k l m n p
k l m n p

LESSON VIII.

c g q w x y
c g q w x y
c g q w x y
c g q w x y

LESSON IX.

ab	ad	ak	al
eb	ed	ek	el
ib	id	ik	il
ob	od	ok	ol
ub	ud	uk	ul

LESSON X.

am	an	ap	ar
em	en	ep	er
im	in	ip	ir
om	on	op	or
um	un	up	ur

LESSON XI.

at	ag	av	az
et	eg	ev	ez
it	ig	iv	iz
ot	og	ov	oz
ut	ug	uv	uz

LESSON XII.

bla	pla	sla
ble	ple	sle
bli	pli	sli
blo	plo	slo
blu	plu	slu

LESSON XIII.

cla	bra	pra
cle	bre	pre
cli	bri	pri
clo	bro	pro
clu	bru	pru

LESSON XIV.

fra	tra	gra
fre	tre	gre
fri	tri	gri
fro	tro	gro
fru	tru	gru

LESSON XV.

dra	sta	spa
dre	ste	spe
dri	sti	spi
dro	sto	spo
dru	stu	spu

LESSON XVI.

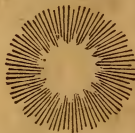
spla	spra	stra
sple	spre	stre
spli	spri	stri
splo	spro	stro
splu	spru	stru

SECTION II.

Easy words of three letters.

In order to make study interesting to children from the beginning, and bring every thing within their comprehension ; pictures, representing objects with which they are familiar, are inserted at the beginning of several sections, to assist the little learner in pronouncing words. After calling the letters, by a single glance of the eye he sees the picture, and being assisted at the same time both by *sight* and *sound*, he is enabled to pronounce the word without the least difficulty. In this manner he becomes pleased with the exercise, and considers it as an *amusement*, rather than a *task*.

LESSON I.

²
Bed²
Cat²
Hat¹
Bee²
Hen²
Mug¹
Fly²
Pig²
Sun²
Bat²
Rat²
Leg²
Bug²
Cup²
Tub⁵
Fox²
Cap²
Gun

NOTE.—After elucidating the pronunciation of words by pictures, at the beginning of each section, the pupil will find but little difficulty in pronouncing those which follow, as they are equally simple and easy.

LESSON II.

² map	² bad	² rag	² fig	² bit	² bid
tap	had	sag	dig	hit	did
nap	sad	hag	rig	fit	hid
sap	mad	cag	wig	sit	lid
hap	pad	fag	jig	wit	rid

LESSON III.

² ban	² let	² den	² tin	² dip	² tug
can	net	men	sin	tip	dug
pan	met	pen	pin	lip	hug
ran	pet	fen	kin	rip	lug
tan	set	hen	fin	hip	pug
van	wet	wen	din	nip	rug

LESSON IV.

⁵ mop	⁵ dot	⁵ fob	⁵ bog	² fat	² dun
sop	cot	job	dog	rat	pun
lop	hot	rob	fog	mat	run
hop	lot	lob	log	sat	fun
fop	rot	mob	cog	pat	nun
pop	sot	cob	jog	vat	tun

LESSON V.

² bud	² gum	² hut	² tag	² mix	² beg
cud	rum	cut	wag	fix	hem
mud	hum	rut	nag	six	kid
rib	dim	but	cup	lax	web
nib	rim	jut	rub	tax	and
bib	him	nut	cub	wax	end

SECTION III.

Easy words of four letters.

Note.—Pictures are used in the spelling sections, not only to assist children in pronouncing words, but to give them some definite idea of their meaning: and as a continued exercise in spelling often becomes tiresome, the teacher should exercise his pupils occasionally in answering questions, which will be both profitable and amusing. For example—What does the first picture on this page represent? A colt. What is a colt? A young horse. How many legs has he? Four. How many ears has he? Two. What is a colt called when full grown? A horse. The questions should be familiar, and adapted to the capacity of the learner.

LESSON I.

¹
Colt⁴
Cask²
Flag⁵
Frog²
Desk¹
Gate¹
Mule²
Drum¹
Hive⁵
Swan¹
Face¹
Kite⁵
Wasp²
Hand²
Ship¹
Cage²
Lamp²
Pump

LESSON II.

The words in each section are arranged, under the different figures, in alphabetical order.

1	1	1	1	1
Bake	hold	mire	puke	tube
cake	home	mode	rake	wife
case	host	mope	rate	wire
cave	june	most	ride	2
code	lake	pace	ripe	bran
cube	late	pate	robe	bung
dose	life	pave	rove	cash
duke	like	pike	safe	chin
fort	lime	pipe	sage	chip
game	lure	pork	sake	chit
hind	lute	past	tore	crag

LESSON III.



Here is a dog, a cat, and a rat.
 The dog bit the cat ;
 The cat bit the rat ;
 The rat eat the corn.

LESSON IV.

2	2	2	2	2
Cram	fish	grum	husk	plug
crib	fist	gush	king	rend
curb	flat	gust	lash	rich
dash	flax	hang	left	rush
ding	fled	hack	limp	rust
dint	flip	hast	lint	skin
dish	fret	held	lisp	shun
disk	fund	hemph	list	silk
drip	gash	hint	lurk	sing
drug	glib	hunt	milk	sled
dusk	grin	hurl	must	spin
fact	grit	hurt	plan	split

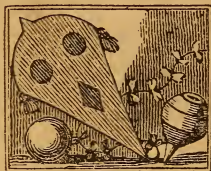
SECTION IV.

Easy words of one syllable, in which there are no silent letters.

LESSON I.

¹ Blade	¹ child	¹ dare	¹ fade	¹ gale
blame	chime	date	fame	gave
blind	chine	dike	fate	glade
bold	clave	dine	fife	glaze
bone	cone	dire	fine	gold
brace	cope	dolt	find	grace
brave	cove	dote	flake	grape
bribe	crane	drake	flare	grave
bride	crape	drone	flute	graze
chase	dace	drove	frame	grind

LESSON II.



Here is my top ;
 Here is my kite ;
 And here is my ball.
 Now let us go and play.

LESSON III.

¹ Grope	¹ lace	¹ pine	¹ rage	¹ shine
grove	lure	plume	rare	slate
haste	mace	pope	rive	slice
hate	make	porch	rope	slope
haze	mate	pore	same	smile
hone	mice	pride	sane	smote
hope	mute	prime	shade	snake
huge	nice	prize	shame	snare
jole	note	probe	share	snipe
jolt	page	prone	shave	sold

LESSON IV.

1	1	1	2	2
Space	state	tone	blend	crash
spade	stave	trace	blush	crest
spare	stone	trite	brad	crimp
spice	store	twice	brand	crisp
spike	stove	twine	brim	crush
spine	swore	type	brisk	crust
spire	take	vote	champ	damp
spite	tame	wake	chest	dram
splice	tape	wild	clash	drift
spoke	taste	wile	cleft	drub
sport	tide	wine	cling	flash
stage	told	zone	club	flesh

LESSON V.



The ape has got a hat.

It is not Luke's hat.

Is it Dick's hat ?

Oh, no, it is my hat.

LESSON VI.

2	2	2	2	2
Flush	musk	sham	stab	swift
fresh	nest	shed	stamp	swing
glad	next	skip	stand	tend
gland	pang	slab	stem	tent
grand	plant	slim	step	text
grim	print	slut	sting	trap
grist	rash	smut	strap	trust
land	rusk	snag	strip	vest
lump	sand	span	strut	west
mend	sect	spend	stun	wing
mint	self	spur	stunt	wish
much	send	spurn	surf	zest

SECTION V.

Easy words of two syllables, accented on the first.

Note.—Figures are placed over the vowels of the accented syllables, which show their true sound, as explained in the key to this work ; and one figure denotes the sound of the vowels in the accented syllables which are placed under it, or which follow in that column, until another figure occurs.

LESSON I.



Cam' el



Ink' stand



Can' non



Sad' dle



Li' on



Bot' tle



Lan' tern



Ra' zor



Par' rot



Buc' kle



Mor' tar



So' fa



Rab' bit



Cra' dle



Pad' lock



An' vil



Rob' in



Grind' stone



Pis' tol



Wag' on

LESSON II.

¹	¹	¹	¹
Ba by	cri sis	fu ry	na vy
ba sis	de cent	gi ant	pa per
bi as	de mon	gra vy	pi lot
bo ny	di er	ha ter	po em
bri er*	di et	he ro	po et
ca per	fe ver	hu man	po ny
ci der	fe male	ju ry	pu ny
cli ent	fi nal	la dy	ri der
clo ver	flu ent	la zy	ri ot
cra zy	flu id	le gal	ri val
cri er	fra mer	li bel	ro ver

LESSON III.



Here is *Frank*; hear him read.
His book is on the stand.
He has a pen in his hand.
He wears a small black hat;
And a pair of new shoes.

LESSON IV.

¹	¹	²	²
sha dy	va ry	af ter	car ry
smo ker	vi brate	al um	civ il
so ber	vi per	at las	cit y
spi cy	vi tal	ban ish	dif fer
spi der	vo cal	bit ter	din ner
ti dy	wa fer	buf fet	diz zy
to ry	wa ger	but ter	dus ty
tra der	²	cab in	el der
tri al	ab sent	can did	en vy
tu tor	at om	can dy	fan cy
va cant	ac tor	car rot	gal lon

* In unaccented syllables, the vowels are frequently sounded like *u* short: as in *bri' er*, *ri' ot*, *gal' lon*, pronounced *bri' ur*, *ri' ut*, *gal'- lun*, &c.

LESSON V.

²	²	²	²
lad der	mel on	prim er	suf fer
lat ter	mem ber	rap id	sum mer
lem on	mer it	ren der	sum mit
let ter	mer ry	riv er	sup per
lim ber	mur der	sat in	tem per
lim it	nev er	sig nal	ten ant
liv ing	num ber	sin ful	ut ter
lum ber	pen man	sin ner	ut most
mad am	pep per	sis ter	vic tim
mat ter	pit y	slum ber	vic tor
max im	print er	spir it	win ter

LESSON VI.



Frank has a fine dog.
 See him run and play.
 His dog's name is spot.
 He barks, but will not bite.

SECTION VI.

Easy words of two syllables, accented on the second.

LESSON I.

¹	¹	¹	¹
A base	as sume	con sume	de rive
a bate	at tire	con trive	de vice
a bode	be fore	de base	de vote
ad mire	be hind	de bate	di late
a dore	be hold	de cline	dis pute
ad vice	com pare	de fine	di vide
a like	com pile	de note	di vine
a live	con dole	de plore	en dure
a lone	con spire	de ride	en gage

LESSON II.

¹	¹	¹	¹
im pute	pro fuse	re port	un like
in cite	pro mote	re vile	un safe
in cline	pro voke	re vive	un told
in duce	re cline	re voke	up hold
in flame	re duce	sa lute	
in sane	re gale	se cure	²
in spire	re late	se date	ab rupt
in vade	re mind	sub lime	ab surd
in voke	re mote	sup ply	a dapt
mis take	re pine	sup port	ad just
pre pare	re place	un bind	af flict
pro fane	re ply	un fold	al lot
			an nul

LESSON III.



Jane, it is time to get up.
 Here is some corn and oats:
 You must go and feed the hens.
 Do you see that chick on the
 old hen's back ?

LESSON IV.

²	²	²	²
as sist	de test	in, print	re lax
at tend	di gest	in cur	re mit
at tract	di rect	in fect	ro bust
be gun	dis til	in fest	sub sist
be held	e mit	in vent	sus pend
be reft	en act	in vest	un bent
con sent	en camp	oc cur	un curl
con sist	en rich	pre vent	un fit
con sult	e vent	pro test	un furl
de fect	ex pend	re cant	un hurt
de pend	fo ment	re flect	un just
de tect	im pel	re fresh	un man

SECTION VII.

Easy words of three syllables, accented on the first.

But' ter fly



Pec' ca ry



Cof' fee mill



Pine' ap ple



An' te lope



Por' cu pine



Cof' fee pot



Pep' per box



Buf' fa lo



King' fish er



Fry' ing pan



Pyr' a mid



Croc' o dile



Can' is ter



Gal' li pot



Shoe' ham mer



El' e phant



Can' dle stick



Musk' mel on



Spec' ta cles



Pel' i can



Cur' ry comb



Par' a sol



Ket' tle drum

LESSON II.

1
De cen cy
de i ty
di a dem
di a lect
fu ner al
glo ri fy
li bra ry
no ti fy
o pi um
pa tri ot
pe ri od
pi e ty

1
pi ra cy
po e try
pre mi um
pri ma ry
pri va cy
pu ri fy
pu ri ty
se cre cy
su i cide
va can cy
vi o late
vi o lent

2
ac ci dent
ad vo cate
am pu tate
an i mal
an nu al
ap pe tite
ar ro gant
at ti tude
cal cu late
cal i co
can di date
can ni bal

LESSON III.



Here is a poor old man.
He has but one leg.
He has no hat on his head.
The man he met is kind.
He lives in a large house.
He will give him some food.

LESSON IV.

2
can o py
cap i tal
cap ti vate
cav al ry
cel e brate
cin na mon
clem en cy
cul ti vate
cur ren cy
cus tom er
dec o rate

2
del e gate
dep u ty
des o late
des ti tute
dif fi cult
dig ni ty
el e gant
el e ment
em i grate
em u late
en mi ty

2
fac ul ty
fam i ly
gen er al
grat i tude
im i tate
im pu dent
in di cate
in di gent
in dus try
in fan cy
in fan try

LESSON V.

2
in ter est
in ti mate
jus ti fy
lat i tude
lib er ty
mer ri ment
min er al
min is try
mul ti tude

2
neg li gent
pen e trate
pen i tent
reg u lar
reg u late
sat is fy
sen a tor
sen ti ment
stim u late

2
suf fo cate
sup pli cate
sur ro gate
ten e ment
tes ta ment
trin i ty
van i ty
ver i fy
vin e gar

LESSON VI.



Here is James; he is a good boy. His aunt gave him a new book.

He reads his book with care; and can spell all the hard words in it.

He loves to read, and write too. He means to be a wise man.

SECTION VIII.

Easy words of three syllables, accented on the second.

LESSON I.

1
A bate ment
al lure ment
a maze ment
ar ri val
a tone ment
com pi ler
con fine ment
cre a tor
de co rum
en gra ver

1
il le gal
in duce ment
oc to ber
po ma tum
re vi val
spec ta tor
tes ta tor
tes ta trix
tri bu nal
un grate ful

2
a ban don
ac cus tom
a mend ment
ap par el
ap pen dix
as ses sor
as sis tant
be wil der
col lec tor
con tem plate

LESSON II.

2
de can ter
de cem ber
de crep it
de liv er
de vel op
di min ish
dis tem per
em bel ish
en cum ber
en ven om

2
fore tel ler
in clem ent
in cul cate
in cum bent
in hab it
in her it
in sip id
in tes tate
ma lig nant
no vem ber

2
pa ren tal
re dun dant
re fresh ment
re mem ber
re plen ish
sep tem ber
sur ren der
to bac co
um brel la
un civ il

LESSON III.



James, may I take your top?
Yes, Charles, and I will show
you how to spin it.

James has been so kind, I
will lend him my ball.

Here, James, will you have
my ball to play with?

SECTION IX.

Easy words of three syllables, accented on the third.

LESSON I.

1
Dis com mode
im ma ture
in com plete
in ter cede
in ter line
in tro duce
lem on ade
mis ap ply
mis be have

1
o ver prize
o ver rate
o ver take
per se vere
re as sume
re u nite
su per fine
su per sede
un der go

2
dis af fect
dis an nul
dis re spect
in cor rect
in di rect
in ter rupt
in ter sect
o ver turn
re ad mit

SECTION X.

Easy words of four syllables, accented on the first.

LESSON I.

¹
Ju di ca ture
lu mi na ry
mo men ta ry
nu mer al ly
nu mer a ry
nu mer a tor
vi o la tor

²
ad mi ral ty
ar ro gant ly
del i ca cy
dif fi cul ty
em i nent ly
ep i lep sy
ev i dent ly
feb ru a ry
gen er al ly
ig no rant ly

²
in ti ma cy
in tri ca cy
in tri cate ly
lit er al ly
lit er a ry
lit er a ture
mil i ta ry
min er al ist
prin ci pal ly
sec re ta ry

²
ac cu ra cy
ac cu rate ly

LESSON II.



Here is Miss Jane — she has got a fine new doll. May I take your doll, Miss Jane?
O yes, my dear Ann, you may take it, and play with it. Jane is a good girl, to let Ann play with her new doll.

SECTION XI.

Easy words of four syllables, accented on the second.

LESSON I.

¹
Ac cu mu late
a e ri al
al le vi ate
an nu i ty
com mu ni cant
com mu ni cate
com mu ni ty
con nu bi al

¹
cor po re al
cre du li ty
e lu ci date
en co mi um
fu tu ri ty
his to ri an
im pi e ty
im pu ni ty

¹
im pu ri ty
li bra ri an
ma tu ri ty
me mo ri al
pro pri e ty
so bri e ty
so ci e ty
va ri e ty

²
 ar tic u late
 be nev o lent
 cap tiv i ty
 ce leb ri ty
 ci vil i ty
 con sid er ate
 con spir a cy
 de bil i ty
 de cliv i ty
 de prav i ty
 di am e ter
 di vin i ty
 e pis co pal
 e rad i cate

²
 e vac u ate
 ex trem i ty
 fa tal i ty
 fer til i ty
 fi del i ty
 for mal i ty
 fru gal i ty
 gen til i ty
 hos til i ty
 hu man i ty
 hu mil i ty
 i den ti ty
 il lit er ate
 im ped i ment

²
 in fin i ty
 in san i ty
 in vig o rate
 ir reg u lar
 mag nif i cent
 me rid i an
 mo ral i ty
 mor tal i ty
 ne ces si ty
 om nip o tent
 par tic u lar
 po et i cal
 po lit i cal
 pos ter i ty

LESSON II.



Jane, you may get the pail,
and go with me to milk the
cow.

The cow is in the pond;
how will you get to her? will
you have a boat?

O no, she sees us, and will come to meet us:
what a good cow she is!

SECTION XII.

Easy words of four syllables, accented on the third.

¹
 An te ce dent
 ap pa ra tus
 com men ta tor
 me di a tor
 mod er a tor
 sem i co lon

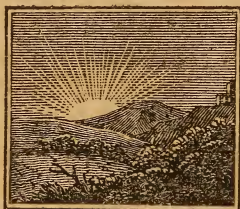
²
 ben e fac tor
 det ri men tal
 dis in her it
 dis re spect ful
 fun da men tal
 in de pen dent

²
 in di rect ly
 in stru men tal
 mal e fac tor
 mem o ran dum
 mon u men tal
 or na men tal

SECTION XIV.

*Easy lessons of one syllable, with pictures.**

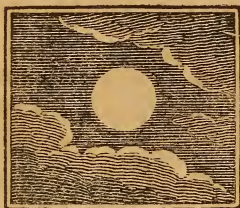
The Sun.



Come here, Charles, and look at the sun. It is in the west. In a short time it will set. We can look at the sun now, for it is not so bright as it was at noon.

See how fine the clouds are! The sun goes down quite fast. Now we can see but half of it. The hills hide it from our view.

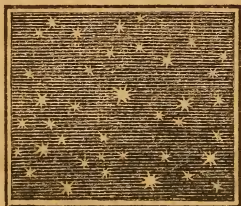
The Moon.



Now turn your face to the east. What is it that shines so bright? It is the moon. It is round and large. We can look at the moon, for it is not so bright as to hurt our eyes.

The moon shines to give us light in the night, when the sun is out of sight.

The Stars.



Now let us view the stars. Those stars are large worlds: but they are so far off that they look quite small. We must not stay out long in the damp air; if we do, we shall take cold, and be sick.

* Pictures are inserted in many of the reading lessons, which render them not only instructive, but interesting and amusing to children. They facilitate the acquisition of correct ideas, by addressing instruction to the *eye*, as well as the *ear*.

School Boys.

Here are two good boys. They are at school. They can read, and spell, and write : but this is not all ; when they are at home, they mind all that is said to them, and do as they are bid.

They like to go to school, and learn, that when they grow to be men, they may be wise and good.

School Girls.

Do you see these two fine girls? They can read, and spell, and sew. When they see folks that are poor, or old, or lame, they do not laugh at them, nor mock them ; but they are kind, and glad when they can help them, or do them good.

SECTION XV.

Words of one syllable.

The preceding spelling sections are composed of easy and familiar words, in which the vowels have their long or short sound ; but in this, and the following sections, the words are of more difficult orthography and pronunciation, including those which contain silent letters.

LESSON I.

¹
Babe
bait
baize
bead
beam

¹
beast
beef
bleach
bleed
blow

¹
boat
brain
brief
bright
brine

¹
chair
cheap
cheek
cheese
claim

1	1	1	1	1
clean	ghost	own	slain	swain
cloak	gleam	paint	sleep	swale
coach	glow	pay	sleeve	sweet
comb	goat	pea	smear	tea
cream	gourd	peach	snail	teach
crow	grain	play	sneak	tease
day	green	plea	sneer	tight
deem	grow	plead	sneeze	toad
deep	heat	preach	snore	toast
door	hoarse	priest	snow	train
drake	juice	prose	soap	trait
dream	keep	quite	source	treat
each	knee	reach	speak	tree
ear	knife	ream	spear	trace
east	lay	reap	speech	vague
eat	league	rear	speed	veal
feast	lean	roam	spleen	vogue
feed	least	roar	sport	weave
feel	light	roast	spray	weed
field	loaf	rogue	square	weep
fiend	may	saint	squeal	wise
fight	meal	scream	stain	year
flail	meek	screen	stays	zeal
fleece	nail	scroll	steam	2
flight	near	seat	steed	back
floor	neat	seed	steer	bilge
flow	niece	sheaf	strain	black
frail	nigh	sheep	strange	bless
free	oak	shield	stray	bliss
fright	oats	show	stream	brick
gain	ode	shrine	street	buck
gauge	old	siege	stroll	build

2	2	2	2	2
bulge	helve	pence	sill	swerve
buzz	hence	perch	singe	switch
chess	herb	phlegm	sketch	tack
church	hill	pitch	skiff	taint
crack	hinge	plaid	slack	tell
cringe	hiss	plump	sling	tempt
curse	hull	prince	snatch	tense
curve	kick	prism	snuff	term
dead	kiss	puff	spasm	tick
debt	lack	pulse	speck	tinge
deck	lapse	purr	spell	touch
dense	latch	purse	spill	tough
duck	learn	quack	spread	tread
dumb	less	quick	spring	truss
dunce	luck	quill	squint	tuft
dwell	lull	quince	stack	twin

earn	lungs	realm	stag	twinge
egg	match	rick	stead	urge
elm	mess	rill	stern	vent
fell	midst	rinse	stick	verb
fence	mill	schism	stiff	verse
flash	miss	scourge	stilts	well
flint	muff	scratch	stitch	wick
friend	neck	sculk	stress	will
fringe	nerve	scull	stretch	wren
glimpse	numb	serve	struck	wrist
gnash	nurse	shall	stub	writ
gnat	nymph	shell	stud	yerk
guess	pack	shrill	stuff	young
hack	patch	shrub	such	3
hatch	pearl	sick	suds	bought
have	peck	sieve	sweat	brawl

3	3	4	5	5
brought	short	hark	loll	wand
caught	small	harm	long	wash
caw	sought	lard	mock	watch
chalk	squall	lark	mosque	wrong
claw	stalk	laugh	notch	6
corn	stall	mark	plod	bloom
corpse	stork	parse	plot	boom
dawn	storm	psalm	pomp	boon
dwarf	straw	scar	pond	boot
fall	tall	shark	prompt	brood
false	taught	sharp	prong	broom
fault	torch	snarl	prop	cool
fork	vault	spark	rock	coop
fought	war	starch	romp	doom
fraud	warm	starve	shop	droop
gauze	warn	yard	shot	food
gnew	wrought	5	slop	fool
haw	4	block	sock	gloom
hawk	arms	blotch	solve	goose
horn	bard	bond	song	groom
horse	barge	botch	spot	groove
law	barn	chop	squab	group
lord	calf	clock	squash	hoof
morn	carve	crock	squat	hoot
paw	charge	dock	stock	loon
pawn	charm	doll	strong	loop
quart	dark	drop	swab	loose
salt	dart	flock	swamp	lose
sauce	farce	flop	swop	mood
saw	farm	fond	tongs	moon
scald	half	frock	trot	moor
scorn	hard	from	wan	moose

6	6	8	<i>oi</i>	<i>ou</i>
noon	troop	bird	choice	pound
pool	<i>who</i>	blood	coin	proud
poor	<i>whom</i>	come	join	round
proof	<i>whoop</i>	dirt	joint	trout
prove	<i>whose</i>	first	voice	<i>ow</i>
rood	7	flood	<i>oy</i>	brow
roof	bush	glove	cloy	brown
room	could	her	joy	clown
scoop	foot	love	<i>ou</i>	cow
shoot	full	word	bound	crowd
sloop	good	world	cloud	crown
soon	goods	worm	count	down
soup	pull	9	doubt	drown
spool	push	freight	ground	how
spoon	puss	skein	house	mow
stool	should	10	louse	now
stoop	stood	pique	mouse	town
tomb	wool	shire	ounce	vow

LESSON II.

Words in which *th* has its sharp sound ; as in *thin*.

1	2	2	3	5
Both	breadth	strength	north	throng
faith	breath	theft	swath	6
growth	death	thick	thaw	tooth
oath	depth	thin	thorn	8
sheath	earth	thing	thought	doth
teeth	filth	thread	thrall	month
theme	hath	threat	thwart	thirst
thief	health	thumb	warmth	worth
thrive	length	thump	5	<i>ou</i>
throat	pith	wealth	thong	south
throw	smith	width	throb	mouth

Words in which *th* has its flat sound ; as in *them*.

1	1	1	2	6
Breathe	swathe	thy	them	booth
clothe	these	tithe	then	smooth
lathe	thine	2	thence	sooth
loathe	those	than	this	9
seeth	though	that	thus	they

LESSON III.

In the remaining part of this section, and part of the spelling sections which follow, two or more words have the same, or a similar meaning ; (being part of the index of Crabb's Synonymes ;) and are placed opposite each other in such a manner that the second column defines the first, and the first defines the second. Some words have more than one meaning ; in such cases the primary sense only, is given. [*For equivocal words with different meanings, see page 165.*]

Teachers who are opposed to defining one word by another *single* word, can use these, the same as other lessons, for spelling only.

1		1	1	1
Coast	<i>a</i>	shore	moan	<i>to</i> wail
cold	-	bleak	quote	<i>to</i> cite
deed	<i>a</i>	feat	race	<i>a</i> tribe
dough	-	paste	rise	<i>to</i> soar
drive	<i>to</i>	force	row	<i>a</i> tier
flame	<i>a</i>	blaze	scold	<i>to</i> chide
fold	<i>a</i>	plait	shake	<i>to</i> quake
ford	<i>to</i>	wade	shriek	<i>to</i> screech
gaze	<i>to</i>	stare	sight	<i>a</i> view
globe	<i>a</i>	sphere	slide	<i>to</i> glide
grief	-	woe	smoke	- fume
grieve	<i>to</i>	mourn	soak	<i>to</i> steep
heal	<i>to</i>	cure	wait	<i>to</i> stay
heap	<i>a</i>	pile	smite	<i>to</i> strike
heed	<i>to</i>	mind	streak	<i>a</i> stripe
lade	<i>to</i>	load	sway	<i>to</i> wield
main	-	chief	trade	<i>to</i> deal

1		1		1		2
yield	to	cede		{ rate	a	tax
aid	to	help		{ toll		
beak	a	bill		rave	to	rant
bite	to	knap		right	-	just
bloat	to	swell		scream	to	yell
boast	to	brag		sear	to	burn
brake	a	fern		seek	to	search
breach	a	gap		seize	to	catch
change	to	turn		shear	to	clip
cheat	to	trick		size	-	bulk
cleave	to	split		slay	to	kill
close	to	shut		slow	-	dull
close	-	snug		squeeze	to	press
crime	-	guilt		steal	to	filch
dive	to	plunge		strike	to	rap
dupe	to	gull		sweep	to	brush
ease	-	rest		tease	to	vex
fear	-	dread		torn	was	rent
float	to	swim		veer	to	turn
gripe	to	pinch		wage	to	bet
hide	a	skin		wipe	to	rub
horde	a	clan		1		3
joke	a	jest		bile	-	gall
leap	to	jump		boat	a	yawl
lease	to	rent		creep	to	crawl
leave	to	quit		lame	-	halt
loan	to	lend		name	to	call
mild	-	bland		need	-	want
peace	-	rest		price	-	cost
plague	a	pest		shape	a	form
plight	a	pledge		speak	to	talk
poll	the	head		wide	-	broad
prate	to	chat		1		4
				blight	to	blast

1		4		2		2
crave	to	ask		melt	to	smelt
great	-	large		mince	to	hash
piece	a	part		sell	to	vend
rind	-	bark		smell	-	sent
1		5		skill	-	knack
cease	to	stop		sup	to	sip
queer	-	odd		tusk	a	fang
sigh	to	sob		twig	a	sprig
swine	a	hog		verge	a	brink
1		6		2		4
court	to	woo		big	-	large
faint	to	swoon		dress	a	garb
1		ou		fling	to	cast
way	a	route		rough	-	harsh
2		2		still	-	calm
bad	-	ill		2		5
belt	a	sash		blur	a	blot
cleanse	to	purge		mist	a	fog
curb	to	check		rap	to	knock
2		2		turf	a	sod
dull	-	blunt				

Questions upon the preceding section.

Teachers should frequently exercise their pupils in answering questions upon the sounds of the letters, until they acquire a correct knowledge of the use of the table representing the different sounds of the vowels.

What sound has *a* in *babe*?

What sound has *e* in *beam*?

What letter is silent in *beam*?

What sound has *i* in *wise*?

What sound has *s* in *wise*?

Why do you sound it like *z*?

What sound has *o* in *blow*?

Which letter is silent?

What sound has *a* in *back*?

What sound has *u* in *dunce*?

What sound has *c* in *dunce*?

Which letter is silent?

What sound has *i* in *hill*?

What sound has *a* in *fall*?

What sound has *o* in *corn*?

What sound has *a* in *calf*?

Which letter is silent?

What sound has *a* in *wan*?

What sound has *o* in *move*?

What sound has *oo* in *foot*?

What sound has *u* in *bush*?

What sound has *i* in *bird*?

What sound has *o* in *come*?

What sound has *e* in *they*?

What sound has *i* in *shire*?

What sound has *gh* in *laugh*?

What sound has *th* in *both*?

What sound has *th* in *these*?

SECTION XVI.

Easy reading lessons of one syllable.

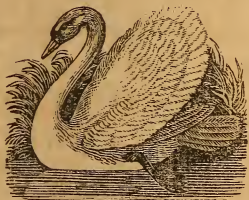
The Bear.



Come here, Frank, and tell me what beast this is. It is a bear. Some bears are black; but far to the north, where it is cold, they are white. They have large teeth, and sharp claws; and are strong and fierce.

Bears live in the woods, and in dens. They eat roots, nuts, corn and flesh. Some folks make use of their flesh for food.

The Swan.



We next come to the swan; which is a large fowl of the goose kind. It has a long neck, short legs, and is as white as snow. Its food is the same as that of the goose.

Swans make their nests of sticks and grass. Their eggs are white and large; and they hatch them in two months. The young swans are gray.

The Owl.



Look here, Charles, see this owl! He has a mouse in his bill. Owls eat mice, and small birds. They do not fly much by day, they see best in the night.

Owls are large birds, and live in the woods. They have large eyes, and a head like a cat.

Familiar Lessons in words of one syllable.

Charles, where does the rain come from? Rain comes from the clouds. If it did not rain, wheat, and rye, and corn would not grow; and then we should have no bread.

If it did not rain, the grass would not grow, and the cows would give us no milk. Cows eat grass, and that makes them give milk.

Let us take a walk in the fields, and see the cows and calves, the sheep and lambs, the birds and trees.

Do not walk on the grass; it is high, and quite wet. Walk in this smooth path.

Here is a field of wheat. It will soon be ripe. Flour is made of wheat. Bread is made of flour.

What time of day is it? It is noon. Where is the sun at noon? In the south. Turn your face, and look at it.

When it is noon, and you look at the sun, your face is to the south, your back to the north, your left hand to the east, and your right hand to the west.

Where does the sun rise? In the east. Where does it set? In the west. Far to the north it is cold; but to the south it is warm.

The wind blows. Which way does it blow? It blows from the north. The north wind is cold; the south wind is warm: the east wind will bring a storm of rain.

Charles, what were eyes made for? To see with; ears to hear with; the tongue to talk with; the nose to smell with, and legs to walk with.

SECTION XVII.

Words of two syllables, accented on the first.

LESSON I.

¹ A corn	¹ grace ful	¹ pew ter	¹ wea ry
a gent	great ness	pi ous	wri ter
a pril	griev ous	poul tice	² ab sence
bane ful	hind most	poul try	ac tion
bea ver	hy men	preach er	ac tive
beau ty	le gion	pro noun	ad verb
be som	li cense	rai ment	am bush
bi ble	light ning	re gion	an nals
bold ness	like wise	re tail	an swer
by word	lone some	safe ty	ar row
ca dence	mi ser	sai lor	bap tism
clear ness	mo tion*	sci ence	bash ful
court ship	mo tive	se quel	bat tle
dai ly	mourn er	shoul der	
dai ry	na tion	si lence	bel low
dai sy	na tive	si lent	bis cuit
de ism	nee dle	sta ble	bish op
de ist	nee dy	sta tion	blem ish
dole ful	no ble	stee ple	break fast
drea ry	no tice	stew ard	brit tle
ea gle	no tion	ta ble	build ing
ea sy	nui sance	teach er	bun dle
e qual	pain ful	trai tor	can dle
fa ble	pa rent	treat ment	cap tain
fa mous	pave ment	trea ty	cap tive
fra grant	pay ment	tri umph	cat tle
fri day	peace ful	tues day	cher ry

* The syllables *tion*, and *sion*, are pronounced like *shun*, throughout the work, unless otherwise defined.

2	2	2	2
cred it	hem lock	quin sy	vil lain
crip ple	her ald	read y	weap on
crum ble	hus band	rel ish	wed ding
cur tain	ill ness	rep tile	wednes day
dam sel	im pulse	rid dle	wel come
daz zle	in come	ruf fle	wil low
debt or	in sect	salm on	win dow
del uge	in ward	scan dal	wish ful
dic tion	jour nal	scis sors	yel low
dim ple	jus tice	sec ond	zeal ous
dis tance	kin dred	sec tion	3
dis trict	king dom	self ish	al ways
dwel ling	land lord	sen ate	auc tion
ef fort	lit tle	sen tence	au tumn
el bow	mal ice	shad ow	aw ful
em pire	man sion	shep herd	bor der
en trance	mead ow	shil ling	cau tion
es sence	mel low	sim ple	daugh ter
fam ine	men tion	snuf fers	false hood
fid dle	mid night	spar row	for feit
fig ure	mus lin	stum ble	for mer
fin ish	nar row	sun day	hor net
frac tion	nim ble	syn tax	law yer
friend ship	nut meg	sys tem	mor tal
fur row	par ish	tal low	mor tise
gen tle	pen sion	tav ern	or chard
grum ble	per ish	tem pest	or phan
guin ea	pil grim	tem ple	quar ter
han dle	pleas ant	tim ber	scorn ful
har row	pres ence	tres pass	war ble
heav y	pub lish	turn pike	4
heif er	pun ish	up right	ar gue

4	5	5	8
bar gain	con sul	prov ince	ov en
bar ter	con text	sol emn	wor ship
car nal	cop per	sol id	<i>oy</i>
char coal	doc tor	sor row	boy ish
far mer	doc trine	swal low	joy ful
gar ment	dol lar	tor rent	loy al
har ness	fol low	war rant	roy al
har vest	fol ly	6	voy age
laugh ter	for est	bo som	<i>ou</i>
mar gin	gos pel	move ment	boun ty
part ner	hon est	spoon ful	coun ty
par ty	hos tile	7	doubt ful
tar nish	mod ern	bul lock	moun tain
var nish	mor al	ful ness	out rage
5	mor row	pud ding	<i>ow</i>
blos som	non sense	pul pit	bow er
bor row	nos tril	wom an	cow ard
bot tom	nos trum	8	dow er
cod fish	nov ice	com fort	dow ry
cof fee	of fice	com pass	drow sy
cof fin	pom pous	cov er	pow der
col umn	pot ash	gov ern	pow er
com ma	prob lem	love ly	show er
com merce	prop er	lov er	tow er
com mon	pros pect	mon day	town ship

LESSON II.

The words in the remaining part of this section, are synonymous ; in which the second column defines the first, and the first the second.

1		1		1		1
Bale ful	-	wo ful	la den	-	load ed	
ho ly	-	sa cred	pe tre	-	ni tre	
fu tile	-	use less	pri vate	-	se cret	
i ris	<i>the</i>	rain bow	pu pil	-	stu dent	

1		1		1		3
sole ly	-	mere ly		pri or	-	for mer
weak ly	-	fee ble		fre quent	-	oft en
1		2		1		4
an gel	<i>a</i>	cher ub		great er	-	lar ger
bee tle	<i>a</i>	mal let		la ding	-	car go
care less	-	reck less		1		5
dan ger	-	per il		sci ence	-	knowledge
e ven	-	lev el		re cent	-	mod ern
fa tal	-	dead ly		2		2
fear ful	-	tim id		bab ble	<i>to</i>	gab ble }
hast en	<i>to</i>	hur ry			<i>to</i>	prat tle }
jo ker	<i>a</i>	jest er		bal lot	<i>a</i>	tick et
li brate	<i>to</i>	bal ance		cen tre	<i>the</i>	mid dle
like ness	<i>a</i>	sem blance		clat ter	<i>to</i>	rat tle
load stone	<i>a</i>	mag net		em blem	<i>a</i>	sym bol
mean ing	-	pur port		er rand	<i>a</i>	mes sage
moul dy	-	mus ty		flick er	<i>to</i>	flut ter
pee vish	-	tes ty	}	fash ion	<i>a</i>	hab it
	-	fret ful	}	glit ter	<i>to</i>	glist en
peo ple	-	per sons	}	ham let	<i>a</i>	vil lage
pli ant	-	flex ile	}	in jure	<i>to</i>	dam age
	-	sup ple	}	in stant	<i>a</i>	mo ment
pre cept	<i>a</i>	les son		jab ber	<i>to</i>	chat ter
qui et	-	tran quil		jun to	<i>a</i>	fac tion
rare ly	-	sel dom		lug gage	-	bag gage
ro mance	<i>a</i>	fic tion		mat ter	-	sub stance
shi ning	-	ful gent		mel ter	<i>a</i>	smel ter
show y	-	splen did		mut ter	<i>to</i>	mum ble
stu pid	-	dump ish		nour ish	<i>to</i>	cher ish
to ken	<i>a</i>	symp tom		pes ter	<i>to</i>	troub le
to per	<i>a</i>	drunk ard		pil lage	<i>to</i>	plun der
tu mult	<i>a</i>	bus tle		prac tice	<i>a</i>	cus tom
ty rant	<i>a</i>	des pot		rel ict	<i>a</i>	wid ow

² rub bish	-	² fragments	² ram ble	to	⁵ wan der
² rud dy	-	² red dish	² tat tle	to	⁵ gos sip
² shac kle	to	² fet ter	² wel ter	to	⁵ wal low
² sin ew	a	² ten don	² dis mal	.	⁶ gloom y
² spec tre	a	² phan tom	² sil ly	-	⁶ fool ish
² stut ter	to	² stam mer	² bat tle	a	⁸ com bat
² tam per	to	² med dle	² shel ter	to	⁸ cov er
² trav el	a	² jour ney	² ven om	-	^{oi} poi son
² tun nel	a	² fun nel	² ras cal	a	^{ou} scoun drel
² wed lock	-	² mar riage	² das tard	a	^{ow} cow ard
² chap let	a	⁴ gar land	³ gau dy	-	³ taw dry
² cun ning	-	⁴ craft y	³ slaugh ter	-	⁴ car nage
² skil ful	-	⁴ art ful	³ bor der	a	⁴ mar gin
² sul ly	to	⁴ tar nish	⁴ mar vel	to	⁸ won der
² ad age	a	⁵ prov erb	⁵ con flict	a	⁵ con test
² brig and	a	⁵ rob ber	⁵ of fer	to	⁵ prof fer
² bur nish	to	⁵ pol ish	⁵ blos som	a	^{ow} flow er
² cav ern	a	⁵ grot to			
² dan dy	a	⁵ cox comb			
² dusk y	-	⁵ som bre			
² flour ish	to	⁵ pros per			
² lus ty	-	⁵ stock y			
² man ners	-	⁵ mor als			

Questions upon the preceding section.

What sound has *a* in *a-corn*?
 By what figure is it governed?
 What letter is silent in *dai-ly*?
 How are the silent letters printed?
 What sound has *e* in *cred-it*?
 What figure governs it?
 What sound has *y* in *syn-tax*?
 What figure governs it?
 What sound has *a* in *wa-ter*?
 What figure governs it?

What sound has *a* in *far-mer*?
 By what figure is it governed?
 What sound has *o* in *nov-el*?
 By what figure is it governed?
 What sound has *oo* in *fool-ish*?
 By what figure is it governed?
 What sound has *o* in *cov-er*?
 What figure governs it?
 What letter is silent in *hon-est*?
 What sound has *s* in *drow-sy*?

SECTION XVIII.

Easy and instructive Reading Lessons.

Here is the picture of some school-boys: four of them are standing up to spell, three more are coming to spell with them, and three others, who have just been punished for their bad conduct, are going to their seats; count them, and tell how many there are in all.

One, two, three, four, five, six, seven, eight, nine, ten.



You must now learn the figures that represent these numbers. Here is the picture of some apples, with figures placed under them. By counting the apples, you will know the figures. You must count them as you did the school-boys. Now learn the figures by counting the apples.



Can you tell what use is made of apples? Apples are a very valuable fruit; and are used in various ways. When they are ripe, they are fit to eat. Some are made into sauce, pies, and puddings: many of them are used for making cider.

There are various kinds of apples; some are red, some are green, and others yellow: some are sweet, and some sour. The tree on which

they grow, is called an apple-tree. Here is a picture of it.



By looking at this picture, you will perceive that the apple-tree consists of roots, trunk, branches, leaves and fruit.

The roots are the parts which grow in the ground, and support the tree. The part between the branches and the ground is called the trunk, or body. The branches are those parts which shoot out from the trunk, upon which the leaves and fruit grow.

When it is spring, the tree puts forth leaves and blossoms, and the air is perfumed with a sweet smell.

The blossoms do not remain long upon the tree; they soon fall off: then the small apples appear. At first they are not larger than a pea; but they grow bigger every day, till they are full grown: then they become ripe, and are fit for use. Many of these trees together, are called an orchard.

SECTION XIX.

Words of two syllables, accented on the second.

LESSON I.

¹ A buse	¹ af ford	¹ ar range	¹ bap tize
ac cuse	a muse	ar rive	be lief
a cute	ap peal	as cribe	be lieve
ad vise	a rise	as sign	be stow

1	1	2	5
be tween	re prievē	per haps	un lock
be tray	re sign	per sist	up on
com plain	re vise	re sent	6
com plaint	se vere	re sist	ap prove
com pose	sin cere	re spect	bal loon
com plete	suc ceed	re venge	be hoove
con ceive	trus tee	trans act	im prove
con clude	2	un less	sur tout
de cay	a byss	un well	8
de ceit	a midst	3	a bove
de ceive	at tempt	ab hor	a mong
de cree	com mence	a dorn	be come
de light	con demn	be cause	un done
de tain	con fess	de fraud	9
dis course	con struct	de form	con vey
dis play	con tempt	in form	o bey
en close	de fence	re ward	sur vey
en dear	e clipse	un taught	10
ex change	e quip	4	ca price
ex plain	ex pense	a larm	fa tigue
ex plore	ex press	de part	in trigue
ex pose	ga zette	em balm	po lice
for sake	im mense	em bark	oi
im peach	im press	en large	ap point
im pure	in debt	mam ma	a void
in deed	in dulce	pa pa	en join
per spire	in flict	re mark	ex ploit
pre vail	in fringe	5	on
pro ceed	in spect	a dopt	a bound
re deem	in stead	be long	ac count
re lease	in struct	for got	a mount
re lief	of fence	re solve	a round
re lieve	op press	re volve	de vour
			de vout

LESSON II.

Synonymous words; in which the second column defines the first, and the first the second.

1	1	1	2
A bide	<i>to</i> re main	ac cede	<i>to</i> con sent
ab stain	<i>to</i> re frain	a gree	<i>to</i> con cur
ac quire	<i>to</i> at tain	as sail	<i>to</i> at tack
as pire	<i>to</i> de sire	be moan	<i>to</i> la ment
be reave	<i>to</i> de prive	con cede	<i>to</i> as sent }
com bine	<i>to</i> u nite		<i>to</i> ad mit }
com prise	<i>to</i> con tain }	con fuse	<i>to</i> a bash
	<i>to</i> in clude }	con sign	<i>to</i> com mit
con ceal	<i>to</i> se crete	con vene	<i>to</i> col lect
con trive	<i>to</i> de vise	de prave	<i>to</i> cor rupt
de base	<i>to</i> de grade	de spise	<i>to</i> con temn
de cease	<i>to</i> ex pire	dis close	<i>to</i> di vulge
de lude	<i>to</i> be guile	dis please	<i>to</i> of fend
de mean	<i>to</i> be have	en force	<i>to</i> com pel
ef face	<i>to</i> de face	ex ceed	<i>to</i> ex cel
e lude	<i>to</i> e vade	fore show	<i>to</i> fore tell }
en croach	<i>to</i> in trude		<i>to</i> pre dict }
en tice	<i>to</i> al lure	im pede	<i>to</i> ob struct
en treat	<i>to</i> be seech }	in crease	<i>to</i> aug ment
	<i>to</i> im plore }	in vite	<i>to</i> re quest
gen teel	- po lite	op pose	<i>to</i> ob ject
pol lute	<i>to</i> de file	per suade	<i>to</i> con vince
por tray	<i>to</i> de scribe	post pone	<i>to</i> ad journ
pre clude	<i>to</i> ex clude	re ceive	<i>to</i> ac cept
pre sume	<i>to</i> sup pose	re fuse	<i>to</i> re ject
pro claim	<i>to</i> de clare	re pay	<i>to</i> re fund
pro cure	<i>to</i> ob tain	re store	<i>to</i> re turn
re cede	<i>to</i> re treat	sur vive	<i>to</i> out live
re cite	<i>to</i> re peat	1	6
re trieve	<i>to</i> re gain	re buke	<i>to</i> re prove

¹ re fute	to	⁶ dis prove	² re pent	to	² re gret
² an nex	to	² af fix	re sult	-	ef fect
con dense	to	com press	suc cumb	to	sub mit
de duct	to	sub tract	sus pect	to	mis trust
de fend	to	pro tect	² ad judge	to	³ a ward
dis turb	to	mo lest	a mend	to	re form
	to	per plex	at tack	an	as sault
e lect	to	se lect	² re spect	to	⁴ re gard
ex pel	to	e ject	² ad dress	to	⁵ ac cost
o mit	to	neg lect	re bel	to	re volt
re but	to	re pel			

LESSON III.

The following words, which belong to this and the preceding section, have the accent sometimes on the first, and sometimes on the second syllable, according to their definition.

Definition when the accent is
on the first syllable.

Definition when the accent
is on the second syllable.

¹ Often done.	² Fre quent	¹ To visit often.
¹ passage back.	re gress	to go back.
¹ a short treatise.	² es say	to attempt.
¹ augmentation.	in crease	to make more.
¹ a family name.	sur name	to add a name.
¹ without hope.	² ab ject	to throw away.
¹ not present.	ab sent	to withdraw.
¹ an abridgment.	ab stract	to take from.
¹ stress of voice.	ac cent	to note the accent.
¹ something added.	af fix	to subjoin.
¹ substance extracted.	ex tract	to draw out.
¹ mark, stamp.	im press	to stamp, print.
¹ printer's name.	im print	to print ; fix.
¹ perfumes burnt.	in cense	to provoke.

<i>insolence, abuse.</i>	² in ² sult	<i>to abuse.</i>
<i>matter treated of.</i>	⁵ sub ¹ ject	<i>to put under.</i>
<i>a partner.</i>	col ¹ league	<i>to unite with.</i>
<i>a boundary.</i>	con ³ fine ²	<i>to limit ; shut up.</i>
<i>increase.</i>	aug ² ment	<i>to increase.</i>
<i>the 8th month.</i>	au ² gust	<i>great, grand.</i>
<i>pain, anguish.</i>	tor ⁵ ment ²	<i>to torture, vex.</i>
<i>a short prayer.</i>	col ⁵ lect ²	<i>to gather.</i>
<i>an agreement.</i>	com ² pact	<i>to join together.</i>
<i>management.</i>	con ² duct	<i>to lead, manage.</i>
<i>a combat.</i>	con ² flict	<i>to contest.</i>
<i>a council.</i>	con ² sult	<i>to ask advice.</i>
<i>a dispute, debate.</i>	con ² test	<i>to contend.</i>
<i>a bargain.</i>	con ² tract	<i>to shorten.</i>
<i>opposition.</i>	con ² trast	<i>to put in opposition.</i>
<i>one convicted.</i>	con ² vict	<i>to prove guilty.</i>
<i>design, purpose.</i>	ob ² ject	<i>to oppose.</i>

Useful Lessons.

Henry, how many barley-corns make an inch? Three. Twelve inches make a foot ; three feet make a yard ; five yards and a half make a rod, perch or pole ; forty rods make a furlong ; eight furlongs make a mile ; and three miles a league.

William, can you tell how many gills make a pint? Four. Two pints make a quart ; four quarts make a gallon ; thirty-one and a half gallons make a barrel ; four barrels make a pipe ; and two pipes a tun.

How many single things make a score? Twenty. Twelve make a dozen, and twelve dozen a gross.

Twenty-four sheets of paper make a quire; twenty quires a ream; and ten reams a bale.

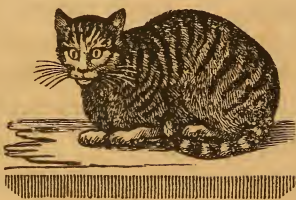
SECTION XX.

Familiar Lessons, illustrated by Pictures.



Come here, Charles, and look at these pretty little birds. Here is the robin, the sparrow, the yellow bird, the wren, the cat-bird, the lark, the linnet, the blue-bird, the swallow, the martin, the hang-bird, and the little humming-bird, which is the smallest, and most beautiful of all the feathered tribe.

Dear little birds, how they sing and play. Let us sit down on the green grass, in the shade of this tree, and hear them sing their sweet songs.



Henry, here is a cat; see how quiet and mild she looks! Puss has sharp claws, but she will not bite nor scratch, unless you hurt her.

Puss catches rats, and mice, and birds. She lies in wait, and springs upon her prey, which she takes by surprise: she then sports with the poor little animal, before she kills him.

Cats dislike water, and cold: they love to bask in the sun, and lie on soft cushions.

Puss is sly and treacherous, and if she has a chance, will steal your breakfast or dinner.



Here are some beautiful little kittens. See how quiet and still they lie! You must give them some new milk. Puss has been catching some mice for them.

The little kittens are playful, and very amusing. You may play with them, but do not hurt them.

Early at School.

The hour is come, I must not stay,
But haste to school without delay;
Nor loiter here, for 'tis a crime
To trifle thus with precious time.

These golden hours will soon be o'er
When I can go to school no more:
How painful then would be the thought,
That I had spent my time for naught.

SECTION XXI.

Words of three syllables, accented on the first.

1	1	2
Beau ti ful	ju bi lee	ac cu rate
bra zen ness	ju ve nile	ad jec tive
ca pa ble	live li hood	ag gra vate
care ful ness	no ble ness	al pha bet
di a logue	nu mer ous	ban ish ment
du pli cate	pre vi ous	bur den some
du ra ble	se ri ous	cab i net
for ci ble	so ber ness	cat a ract
fre quen cy	u ni form	chan cel lor
glo ri ous	u ni verse	civ il ize
i dle ness	va ri ous	clem en cy

2
 cyl in der
 dif fer ence
 dis ci pline
 ed i ficē
 el o quent
 em pha sis
 en ter prise
 ep i taph
 ev i dence
 fem i nine
 gen tle man
 hap pi ness
 heav i ness
 hes i tate
 im pu dence
 in fa mous

in flu ence
 in no cence
 in ter view
 jeal ous y
 man u script
 mas cu line
 mes sen ger
 mis er y
 neg li gence
 par a ble
 par a graph
 pen i tence
 pes ti lence
 pref er ence
 pres i dent
 prim i tive

2
 pun ish ment
 read i ness
 rec om pense
 ref er ence
 rel a tive
 res o lute
 sen si ble
 set tle ment
 sim ple ton
 skel e ton
 sub sti tute
 syl la ble
 tem per ance
 ten der ness
 ter ri ble
 trans i tive

troub le some
 ut ter ance
 ven om ous
 vis i ble
 wil der ness

3
 au di ble
 cor po rate
 for ti tude
 mor ti fy
 or na ment

4
 ar gu ment
 ar ti cle
 car pen ter
 par ti cle

4
 part ner ship
 5
 col o ny
 com e dy
 com pe tence
 con ju gate
 con so nant
 con ti nent
 con tra ry
 hor ri ble
 lon gi tude
 mon u ment
 nov el ty
 ob li gate
 ob so lete
 ob sti nate

of fi cer
 or a cle
 or a tor
 pop u lar
 pos si ble
 prob a ble
 prop a gate
 prop er ty
 pros e cute
 pros o dy
 prot est ant
 prov i dence
 quad ru ped
 qual i fy
 qual i ty
 sol i tude

¹		²
de ceit ful	-	de cep tive
de ceiv er	a	pre tend er
re cli ning	-	re cum bent
re tain ing	a	re ten tion
un ceas ing	-	in ces sant
²		²
pre cur sor	a	fore run ner
re luc tant	-	un wil ling
re pug nance	-	re luc tance
vin dic tive	-	re venge ful
²		¹
em bel lish	to	beau ti fy
pi az za	a	por ti co
²		²
a bun dant	-	plen ti ful
ad van tage	-	ben e fit
as sas sin	-	mur der er
dis sem bler	a	hyp o crite
en cour age	to	an i mate
ex is tence	-	en ti ty
ob struc tion	-	hin der ance
re sem bling	-	sim i lar
re spect ful	-	af fa ble
u ten sil	an	im ple ment

Questions upon the preceding section.

What sound has <i>u</i> in <i>a-bu-sive</i> ?	By what figure is it governed?
What figure governs it?	What does figure 5 represent?
What does figure 1 represent?	What sound has <i>o</i> in <i>al-tor-ney</i> ?
What sound has <i>e</i> in <i>al-read-y</i> ?	By what figure is it governed?
What figure governs it?	What does figure 8 represent?
What does figure 2 represent?	What sound has <i>e</i> in <i>sur-vey-or</i> ?
What sound has <i>o</i> in <i>im-mor-tal</i> ?	By what figure is it governed?
What figure governs it?	What does figure 9 represent?
What does figure 3 represent?	What letter is silent in <i>a-bu-sive</i> ?
What sound has <i>a</i> in <i>em-bar-go</i> ?	What letter is silent in <i>al-read-y</i> ?
What figure governs it?	What sound has <i>s</i> in <i>ho-san-na</i> ?
What does figure 4 represent?	What sound has <i>ph</i> in <i>blas-phe-mer</i> ?
What sound has <i>o</i> in <i>a-bol-ish</i> ?	What letter is silent in <i>un-friend-ly</i> ?

SECTION XXIV.

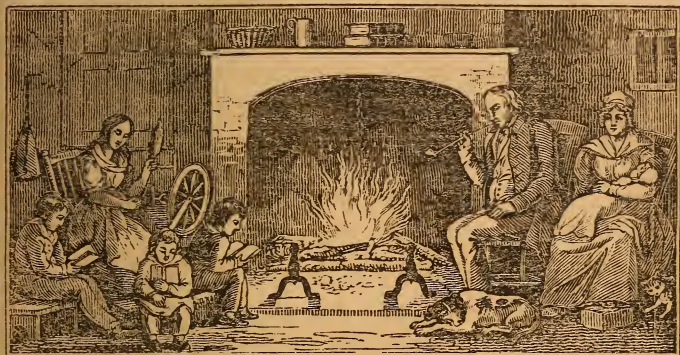
Words of three syllables, accented on the third.

¹ Ad ver tise	¹ o ver reach	⁶ af ter noon
ap per tain	pre en gage	dis ap prove
bom bard ier	pre ma ture	o ver do
brig a dier	pri va teer	o ver shoot
can non ier	ref er ee	⁸ o ver come
cav a lier	un be lief	
co in cide	² ac qui esce	¹⁰ bom ba sin
dis ap pear	con de scend	mag a zine
dis be lieve	dis con tent	man da rin
en gi neer	o ver act	quar an tine
en ter tain	o ver head	^{oi} coun ter poise
fore or dain	re com mence	dis ap point
gren a dier	re con duct	o ver poise
in sin cere	un der sell	
in ter weave		

In the remaining part of this section, each column defines the other.

¹ dis en gage	¹ dis u nite
in ter fere	in ter pose
su per vise	o ver see
in ter lace	² in ter mix
² com pre hend	un der stand
in ter cept	in ter rupt
¹ dis re pute	² dis cred it
in sin cere	dis sem bling
² in ter dict	pro hib it
rep re sent	ex hib it

SECTION XXV.

*The Happy Family.*

Here is the picture of a happy family, sitting round the cheerful fire, in a cold winter's evening. The father is sitting by his wife, smoking a pipe ; his dog lies sleeping at his feet.

The mother is sitting by her husband, with a child in her arms ; while the playful cat is standing by her side. Jane, the eldest of the children, is spinning. She spins flax into yarn or thread, which is woven into cloth.

George, James, and Joseph, are studying their books. They go to school. They are learning their lessons, that each one may be first in his class.

These parents love their children, and are very kind to them. They took care of them when they were young and helpless ; when they could do nothing but cry, and give a great deal of trouble.

They take much care to instruct their children ; to provide food for them to eat, and

clothes for them to wear. When sick and in distress, they pity them, and kindly wait upon them.

These are all good children : they are very thankful for the kindness of their parents, and do all in their power to make them happy. They always obey their father and mother, and try to please them.

If denied what they want, they never grumble, nor get angry ; but think their parents know best what is proper for them.

These good children are never guilty of telling lies. If they do any mischief, they will confess it, and say they are very sorry, and will try to do so no more ; then their parents and friends will not be angry with them.

They pray daily to God, that he would be pleased of his mercy and goodness to preserve their parents and friends, that they may live many years, and by that means have it in their power to instruct them, and train them up in virtue and knowledge.

They love one another, and likewise all their playmates. They never swear, nor use bad words, nor call ill names. They are never peevish, nor fretful ; but always cheerful and good humoured.

I hope the little girls and boys who read this, will try to imitate the example of these good children.

Then their parents, and teachers, and all their friends, will love them ; and God, their Heavenly Father, who knows all their thoughts, hears all their words, and sees all their actions, will love them likewise.

SECTION XXVI.

Words of four syllables, accented on the first.

1	2	4
A mi a ble	in no cent ly	ar bi tra ry
rea son a ble	in ter est ing	bar ba rous ly
va ri e gate	nav i ga ble	par don a ble
vi o lent ly	per ish a ble	par ti cip le
2	pref er a ble	5
ad mi ra ble	pun ish a ble	com i cal ness
am i ca ble	reg u la tor	com men ta ry
an swer a ble	rep u ta ble	com mon al ty
ap pli ca ble	sec on da ry	com pe tent ly
cat er pil lar	sev er al ly	con tro ver sy
dil i gent ly	spec u la tive	hos pi ta ble
el e gant ly	suf fer a ble	mod er ate ly
el i gi ble	tab er na cle	nom i na tive
fash ion a ble	tem per ate ly	ob sti na cy
im po ten cy	tem per a ture	pos i tive ly

In the remaining part of this section, each column defines the other.

2	-	2
char i ta ble	-	be nev o lent
des pi ca ble	-	con tempt i ble
ir ri ta ble	-	i ras ci ble
mis er a bly	-	un hap pi ly
sem i na ry	-	a cad e my
mis er a ble	-	un hap py
2	-	2
rel ish a ble	-	pal at a ble
ad ver sa ry	an	en e my
dic tion a ry	a	lex i con
ig no min y	-	in fa my
pred a to ry	-	plun der ing
sanc ti mo ny	-	sanc ti ty

SECTION XXVII.

Money, and Metals.

William, can you tell how money is made ?

Money is coined from metals of different value ; *gold*, *silver*, and *copper*. Most metals are made from ore, which is dug out of the ground from a place called a mine.

The gold coins of the United States, are eagles, half eagles, and quarter eagles. An eagle is worth ten dollars ; a half eagle, five ; and a quarter eagle, two and a half.

The silver coins are dollars, half dollars, quarters, dimes, and half dimes. The value of a dollar, is one hundred cents ; the half dollar, fifty cents ; the quarter, twenty-five cents ; the dime, ten cents ; and the half dime, five cents.

Cents are copper coins ; one hundred of which make a dollar.

There are other metals beside those used for money ; such as *iron*, *lead*, *tin*, and *quicksilver*. Metals are the heaviest substances known in the world.

Gold is a very heavy metal, and weighs more than nineteen times as much as water. That is, a cup full of gold would be heavier than a quantity of water sufficient to fill the same cup nineteen times.

Silver is eleven times heavier than water.

Copper is nearly nine times heavier.

Iron is eight times heavier than water.

Lead is twelve times heavier than water.

Tin is seven times heavier than water.

Quicksilver is fifteen times heavier than water.

Brass is made of copper and zinc.

Steel, of which scissors, knives, and many other things are made, is prepared from iron.

Questions upon the preceding Section—to be answered by the pupil.*

Of what is money made? What metals are coined for money? From what are metals made? What is the place called from which ore is taken? What are the gold coins of the United States? What is the value of an eagle? What is the value of a half eagle? What is the value of a quarter eagle? Can you name some of the silver coins? What is the value of a dollar? How many cents make a half dollar? How many cents make a dime? How many a half dime? What are copper coins? What metals are not used for money? What are the heaviest substances known in the world? How much heavier is gold than water? Of what is brass made? From what is steel prepared?

SECTION XXVIII.

Words of four syllables, accented on the second.

¹ A gree a ble	¹ ob tain a ble	² col lec tive ly
an ni hi late	pre ca ri ous	com bus ti ble
ap pro pri ate	sa lu bri ous	con spic u ous
de si ra ble	sa lu bri ty	con tin gen cy
de spi sa ble	spon ta ne ous	con tin u al
er ro ne ous	sup port a ble	con tin u ance
fe lo ni ous	vic to ri ous	de clar a tive
har mo ni ous	²	de lir i ous
im mu ta ble	ac ces si ble	de lir i um
in ca pa ble	am phib i ous	de liv er ance
in de cen cy	a nal y sis	de liv er y
in ju ri ous	as cen den cy	de riv a tive
la bo ri ous	be nef i cence	di min u tive
mys te ri ous	ca lam i tous	dis sat is fy
no to ri ous	co in ci dence	dis trib u tive

* The practice of frequently exercising children in answering questions upon what they have read, is strongly recommended to teachers. It forms a pleasing variety in their exercises, and at the same time gives them a better knowledge of what they read.

2	2	5
e vap o rate	in vin ci ble	bi og ra phy
ex pres si ble	in vis i ble	com mod i ty
ex trav a gant	ma lev o lent	de moc ra cy
il lib er al	mi rac u lous	de pop u late
il lus tri ous	per plex i ty	e con o my
im mac u late	pre med i tate	e mol u ment
im pen i tence	pro mis cu ous	e qual i ty
im pen i tent	re spec ta ble	ge og ra phy
in ac cu rate	ri dic u lous	hy poc ri sy
in an i mate	stu pid i ty	i dol a try
in cred i ble	su prem a cy	im pos si ble
in dif fer ence	sus cep ti ble	ma hog a ny
in dus tri ous	u nan i mous	ma jor i ty
in el e gant	un gen er ous	me trop o lis
in fin i tive	vi cis si tude	mi nor i ty
in grat i tude	5	phi los o pher
in quis i tive	a nom a ly	pre rog a tive
in teg ri ty	a non y mous	sy non y mous
in tel li gence	a pol o gize	8
in tem per ate	a pol o gy	ac com pa ny
in tim i date	a pos ta cy	dis cov er y
in ves ti gate	as trol o gy	re cov er y

In the remaining part of this section, the words are synonymous.

1	2
Con gru i ty	- con sis ten cy
ex pe ri ence	- ex per i ment
im pe ri ous	- im per a tive
re la tion ship	- af fin i ty
se cu ri ty	- in dem ni ty
2	2
a dul ter ate	to con tam in ate
am big u ous	- e quiv o cal
ca tas tro phe	a ca lam i ty
ce ler i ty	- ra pid i ty

² com mis er ate	to	² com pas sion ate
e pit o me	-	com pen di um
ma lev o lence	-	ma lig ni ty
pe riph e ry	-	cir cum fer ence
pro pin qui ty	-	prox im i ty
re luc tant ly	-	un wil ling ly
re venge ful ness	-	vin dic tive ness
si mil i tude	a	com par i son
vin dic tive ly	-	re venge ful ly
a nal o gy	-	re sem blance
de lib er ate	to	con sid er
dis crim in ate	to	dis tin guish
² ac cel er ate	to	² ex pe dite
am bas sa dor	a	min is ter
be nev o lence	-	char i ty
ex ten u ate	to	pal i ate
in vid i ous	-	en vi ous
i tin er ant	-	trav el ling
pro gen i tor	-	an ces tor

SECTION XXIX.

Words of four syllables, accented on the third.

¹ Ad van ta geous	¹ con tri bu tion
ap pli ca tion	con ver sa tion
ap pro ba tion	cor po ra tion
cel e bra tion	cul ti va tion
com pen sa tion	dis a gree ment
com pi la tion	en ter tain ment
con dem na tion	es ti ma tion
con fla gra tion	ex pi ra tion
con sti tu tion	ex pla na tion

¹
 in dig na tion
 in no va tion
 in sti tu tion
 med i ta tion
 mod er a tion
 nav i ga tion
 oc cu pa tion
 per se cu tion
 pop u la tion
 pres er va tion
 pros e cu tion
 pub li ca tion
 rec re a tion
 rev o lu tion
 su per vi sor

¹
 sup pli ca tion
 trib u la tion
²
 ap pre hen sion
 com pre hen sion
 com pre hen sive
 con de scen sion
 con tra dic tion
 dis ad van tage
 in con sis tent
 in ter rup tion
 om ni pres ence
 om ni pres ent
 res ur rec tion
 sat is fac tion

In the remaining part of this section, the words are synonymous.

¹ al le ga tion	-	¹ af fir ma tion
de por ta tion	-	trans por ta tion
de vas ta tion	-	des o la tion
dec o ra tion	-	² em bel lish ment
in cli na tion	-	pro pen si ty
con ster na tion	-	⁵ as ton ish ment
² rem i nis cence	-	² rec ol lec tion
ac ci den tal	-	¹ for tu i tous
de re lic tion	-	² a ban don ment
con va les cent	-	⁸ re cov er ing
¹ dim i nu tion		² les sen ing
hab i ta tion	a	res i dence

SECTION XXX.

Words of four syllables, accented on the fourth.

¹
Char i ot eer
el e cam pane
su per in duce

²
an te pe nult
fan far o nade
mis ap pre hend

²
mis rep re hend
mis rep re sent
mis un der stand
mul ti pli cand
su per in tend
ou
su per a bound

SECTION XXXI.



The Monkeys.

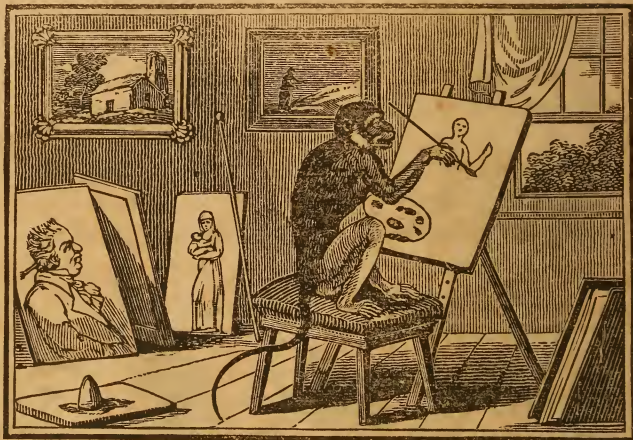
Here is a picture of some monkeys, imitating the actions of men. One of them is drinking from a wine-glass ; another is eating apples ; and the other, while his master is absent, is trying to shave himself.

There is no other animal that looks so much like man, nor that tries so much to imitate his actions. They are found in warm countries, and are very active, and full of mischief.

There is a great variety of monkeys ; and their size varies from twelve inches to four feet in

length. In their wild state, they inhabit the woods, and feed on fruit and nuts.

The Monkey turned Painter.



He handles his brush, and he looks very keen,
A more comical painter sure never was seen.

Monkeys are very playful animals ; there is no end to their tricks : they are so full of mischief, that if they were not secured, they would do a great deal of injury.

A painter once had a monkey that was so full of mischief, that he was always kept chained : but he could see his master at work, and he said to himself, if I were at liberty, I would paint too.

Soon after, his chain got broken : now, says he, I will turn painter ; so he took up the palette and pencil, as his master used to do, and began to work.

The painter came in when the monkey was very busy. This is pretty work, says the painter ; but I will teach you better manners ; so he fastened his chain again, and flogged him severely.

There are many little boys, who like monkeys, are always full of mischief. They are so mischievous, that we sometimes have to flog them, as this man did his monkey.

SECTION XXXII.



TEA PLANT,



SUGAR CANE,



COFFEE PLANT.

Tea is the dried leaves of a plant or shrub, which grows chiefly in China. The only valuable part of it, is the leaves, which are of a dark green colour.

They are gathered, and dried ; then put into boxes, and sent to different parts of the world to be used. The wood of the tea plant is hard, and of a whitish green colour. Its flowers resemble those of the white wild rose.

Coffee grows in the centre of a kind of fruit like a cherry, of a deep red colour. The tree or bush that bears it, grows only in warm countries.

The fruit is gathered, and spread on mats to dry ; and then bruised with rollers, to force out the seed : this divides them into two parts. It

is afterwards replaced on the mats, and when dry, is fit for use.

Sugar is made from a kind of reed called sugar-cane, which grows in warm countries. It grows from four to twelve feet high. The stalks are carried to a mill, where they are ground or broken, and the sweet juice pressed out. This juice is boiled, to make sugar and molasses.

White or loaf sugar is made of brown sugar, by refining it. Sugar is sometimes made from the sap of maple trees.

Salt is made of sea-water, and from springs of salt water, by boiling it, or by exposure to the sun. That which is called *rock-salt*, is dug out of the earth, from salt mines.

Pepper is the fruit or seed of a plant resembling the grape vine, which grows in the East Indies.

Allspice or *pimento*, grows upon a tree found in many parts of the island of Jamaica.

Ginger is the root of a plant, which grows in the East and West Indies.

Cinnamon is the bark of a small tree, which grows in the East Indies. After it is stripped from the tree, and dried, it is fit for use.

Oranges and *Lemons*, grow like apples, on small trees. The trees that bear them, grow in warm countries.

Nutmegs are the fruit of a tree which grows in the East Indies. *Cloves* are the flowers of a plant which grows in the same place.

Figs are the fruit of a tree which grows in warm climates. *Almonds* are a kind of nut. *Raisins* are dried grapes.

SECTION XXXIII.

Words of five syllables, accented on the second.

¹
 Ab ste mi ous ness
 ac cu mu la tor
 cen so ri ous ness
 com mu ni ca tive
 har mo ni ous ly
 in nu mer a ble
 in va ri a ble
 in vi o la ble
 la bo ri ous ly
 ma te ri al ly
 mys te ri ous ly
 un rea son a ble

²
 ca lum ni a tor
 com mem o ra tive

com par a tive ly
 con fed er a cy
 con sid er a ble
 con tin u al ly
 co tempo ra ry
 de clam a to ry
 de gen er a cy
 de lib er ate ly
 de lib er ate ness
 ef fem i na cy
 ex clam a to ry
 ex trav a gant ly
 im pen e tra ble
 im prac ti ca ble
 in def i nite ly

²
 in dif fer ent ly
 in dis so lu ble
 in dus tri ous ly
 in es ti ma ble
 in ev i ta ble
 in flam ma to ry
 in hab it a ble
 in quis i tive ness
 in suf fer a ble
 in tel li gi ble
 in tem per ate ly
 in val u a ble
 in vet er a cy
 in vul ner a ble
 mag nif i cent ly

mi rac u lous ly
 par tic u lar ly
 un char i ta ble
 un fash ion a ble
 un mer ci ful ly
 vo cab u la ry

⁵
 con sol a to ry
 de rog a to ry
 de pos i to ry
 in cor ri gi ble
 in hos pi ta ble
 in tol er a ble
 in vol un ta ry
 prog nos ti ca tor

SECTION XXXIV.

Words of five syllables, accented on the third.

¹
Am bi gu i ty
cer e mo ni ous
dis a gree a ble
ex com mu ni cate
im ma te ri al
im pro pri e ty
in ge nu i ty
in stan ta ne ous
mat ri mo ni al
mer i to ri ous
mis cel la ne ous
no to ri e ty
op por tu ni ty
per spi cu i ty
pres by te ri an

sub ter ra ne ous
su per flu i ty
tes ti mo ni al

²
ac a dem i cal
al pha bet i cal
an ni ver sa .y
com pre hen si ble
con tra dic to ry
prob a bil i ty
prod i gal i ty
reg u lar i ty
rep re sent a tive
sen si bil i ty
cred i bil i ty
dem o crat i cal

²
di a met ri cal
du ra bil i ty
em blem at i cal
ep i dem i cal
gen e al o gy
gen er al i ty
hos pi tal i ty
im mor tal i ty
im per cept i ble
in ar tic u late
in con sid er ate
in cor rupt i ble
in fi del i ty
in sig nif i cance
in sig nif i cant

in sin cer i ty
in tro duc to ry
lib er al i ty
mag na nim i ty
met a phys i cal
per pen dic u lar
pop u lar i ty
pos si bil i ty

⁵
an i mos i ty
ar is toc ra cy
as tro nom i cal
cu ri os i ty
et y mol o gy
gen er os i ty
in ter rog a tive

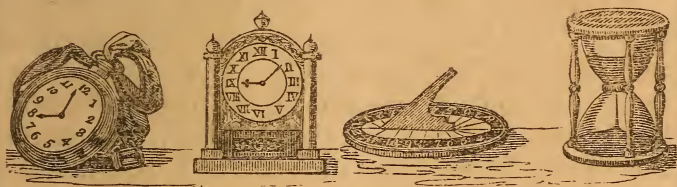
SECTION XXXVII.

Time.

Now, James, we shall tell you something about time; and then ask some questions upon it, to see if you understand what you read.

Time is a portion of duration; as a minute, an hour, a day, a year. Here is a picture of

THE WATCH, CLOCK, DIAL, AND HOUR GLASS,



by which time is measured. Time is divided into seconds, minutes, hours, days, weeks, months, years, and centuries.

A second of time is only as long as it takes to count *one, two*. Sixty of these seconds make one minute. Sixty minutes make an hour. Twenty-four hours make a day: and seven days a week.

Three hundred and sixty-five days make one year. The year contains fifty-two weeks; or twelve months. The names of the twelve months, are January, February, March, April, May, June, July, August, September, October, November, December. One hundred years make a century.

Time that is gone, is called past time; that which is now, is called present; and that which is to come is called future. The day before the present, is called yesterday: that which is now, is called to-day; and that which is to come next, is called to-morrow.

The days of the week are called Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. When God made the world, he divided the days into weeks. In six days he made the sun, moon, and stars; the beasts, birds, and fish; the herbs, plants, and trees; and all things that are in the world: but on the seventh day he rested; and made it a day of holy rest, which he called the sabbath.

An era, is time measured from a particular date. Time was reckoned before Christ, from the beginning of the world. It was four thousand and four years after the world was made, before the christian era commenced. The christian era commenced at the birth of Christ; which was one thousand eight hundred and thirty-nine years ago.

Our time began a few years ago, and will end when our bodies die. When our bodies die, we shall live in eternity. Time has a beginning, and will have an end: eternity is without beginning, and without end. We live in time, but God lives in eternity.

Questions upon the preceding Section.

What is time? How is time measured? How is time divided? What is a second of time? How many seconds are there in a minute? How many minutes in an hour? How many hours in a day? How many days in a week? What are they called? How many days are there in a year? How many weeks in a year? How many months in a year? What are they called? How many years make a century? What is the day before the present, called? What is the day which is now, called? What is the day that is to come next, called? When God made the world, how did he divide the days? What did he call the day on which he rested? What is an era? From what date was time reckoned before Christ? How many years after the world was made before the christian era commenced? When did the christian era commence? How many years since?

SECTION XXXVI.

Words of five syllables, accented on the fourth.

Ab bre vi a tion¹
 ac com mo da tion¹
 ad min is tra tion¹
 ad min is tra tor¹
 ad min is tra trix¹
 am pli fi ca tion¹
 ar tic u la tion¹
 clas si fi ca tion¹
 com mem o ra tion¹
 com mu ni ca tion¹
 con tin u a tion¹
 ed i fi ca tion¹
 e lu ci da tion¹
 e vac u a tion¹

for ti fi ca tion¹
 glo ri fi ca tion¹
 hu mil i a tion¹
 in cor po ra tion¹
 in ter pre ta tion¹
 in tox i ca tion¹
 in ves ti ga tion¹
 mod i fi ca tion¹
 mul ti pli ca tion¹
 pre des ti na tion¹
 pu ri fi ca tion¹
 rat i fi ca tion¹
 re gen er a tion¹
 ver si fi ca tion¹

SECTION XXXVII.

Words of six syllables, accented on the third.

Cer e mo ni ous ly¹
 cer e mo ni ous ness¹
 dis a gree a ble ness¹
 im ma te ri al ly¹
 im ma te ri al ness¹
 in cor po re al ly¹
 in dis pen sa ble ness¹
 in stan ta ne ous ly¹
 mer i to ri ous ly¹
 mer i to ri ous ness¹
 mul ti fa ri ous ly¹
 mul ti fa ri ous ness¹
 par si mo ni ous ly¹
 par si mo ni ous ness¹

in con sid er a ble²
 in con sid er ate ly²
 in con sid er ate ness²
 in de fat i ga ble²
 in sig nif i cant ly²
 par a graph i cal ly²
 rec om mend a to ry²
 un in hab it a ble²

al le gor i cal ly⁵
 an a tom i cal ly⁵
 as tro nom i cal ly⁵
 in ter rog a tive ly⁵
 in ter rog a to ry⁵

SECTION XXXIX.

Words of six syllables, accented on the fourth.

Ap pli ca bil i ty²
 ar is to crat i cal
 de cep ti bil i ty
 de fect i bil i ty
 dis sat is fac to ry
 hi e ro glyph i cal
 im mu ta bil i ty
 im pos si bil i ty
 in cred i bil i ty
 in fal li bil i ty
 in flex i bil i ty
 in sen si bil i ty
 in stru men tal i ty

in vis i bil i ty²
 ma te ri al i ty
 pen e tra bil i ty
 per cep ti bil i ty
 sem i di am e ter
 su per a bun dant ly
 su per in tend en cy
 sus cep ti bil i ty
 an te ri or i ty⁵
 in fe ri or i ty
 me te o rol o gy
 su pe ri or i ty

SECTION XL.

Words of seven syllables, accented on the fifth.

Com mu ni ca bil i ty²
 im ma te ri al i ty
 im pen e tra bil i ty
 im prac ti ca bil i ty
 in com bus ti bil i ty
 in com pat i bil i ty
 in com pres si bil i ty
 in cor rup ti bil i ty

in dis so lu bil i ty²
 in di vid u al i ty
 in di vis i bil i ty
 in ev i ta bil i ty
 in im i ta bil i ty
 in sep a ra bil i ty
 in tel li gi bil i ty
 per pen dic u lar i ty

Words of eight syllables, accented on the sixth.

In com mens u ra bil i ty² in com pre hen si bil i ty²
 in com mu ni ca bil i ty un in tel li gi bil i ty

SECTION XLI.

*Accidents and dangerous practices of children:
illustrated by Pictures.*

Many of the accidents of childhood, and the dangerous practices to which children are exposed, might be prevented by timely instruction.

Here are some pictures which represent some of the improper practices, in which children frequently indulge themselves.

And first, is a representation of a number of boys engaged in

CLIMBING TREES.



This is a very dangerous practice ; the boughs often break, or they miss their hold, when down they fall, and often break their bones, and sometimes their necks.

The little boy who is falling from this tree, has been robbing a poor little bird of her nest. The limb to which he held has broke, and he

will get a terrible fall; and thus get severely punished for his wickedness.

His little sister who is standing near by, cries out, "O my poor brother! I fear he will be killed by the fall."

In the next picture, you see a little boy who is in great danger of being drowned, while

BATHING.



The other little boys are very much alarmed, and are trying to assist him.

Many children are drowned every year, from not being sensible of the danger of water. They go into ponds and rivers without knowing their depth, and by one fatal step, they sink, never to rise again.

Children should never bathe, except in baths made for that purpose, or when attended by those who can help them if necessary.

We now come to some very bad boys, who are engaged in

FIGHTING AND THROWING STONES.



Throwing stones is a very bad practice for children. They not only get hurt, but sometimes have an eye put out, which disfigures them for life.

See these two naughty boys engaged in fighting! O how disgraceful! I dare say, when they go home, their parents will punish them severely.

These are all bad boys: their conduct is not only shameful, but they should be shunned by all good children.

We hope, dear children that you will never grieve your parents or friends by such improper conduct.

Always love and obey your parents, and do every thing you can to make them happy. Love your brothers and sisters, and be kind to them.

When at school, obey your teacher. Always speak the truth; and never do any thing to injure others.

Above all, you must love your Creator, and obey his commands. He knows all your thoughts,

hears all your words, and sees every thing you do.

He takes care of the great family of all the earth, and upholds them by his mighty power.

He made us, and has preserved us ever since we had existence.

He created the world, and all things here on earth, for our comfort, support and happiness.

He sees and knows all things that have been done, and all that ever will be done.

People could not live, if He was not every where to keep them alive.

If you wish to do that which is pleasing in the sight of your Creator, you must obey these instructions, and avoid all improper conduct.

In the next place we come to some careless little boys and girls, who are

PLAYING WITH GUNS AND KNIVES.



Look at this little boy with a sharp knife ! While whittling, the knife slipped and cut a gash in his hand. See how it bleeds !

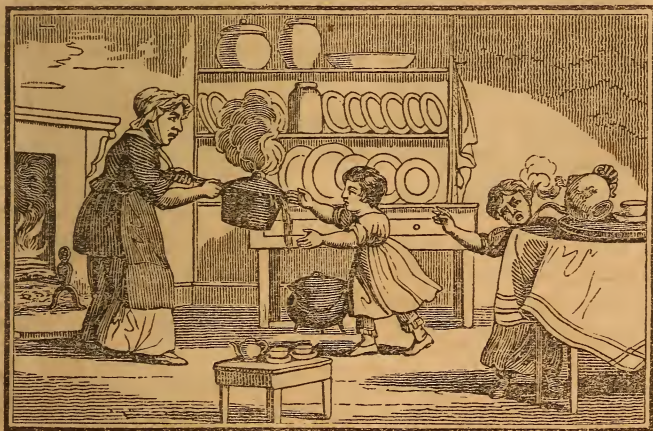
It is dangerous for young children to play with knives ; bad wounds are often the consequence.

Children should never meddle with guns. Here we see a little boy shooting his sister dead ; an accident which has occurred for want of proper warning.

No child should ever, on any account, present a gun or pistol at another.

We next come to the picture of a careless little girl, who has been

DRINKING FROM A HOT TEA-POT.



One of these little girls, who can just reach the top of the table, has been drinking from the spout of a tea-pot : by which means her mouth and throat have been badly scalded.

Children should beware of scalding water. They should never play about it in a careless manner ; for in so doing they are exposed to great danger.

Hundreds of children have been scalded, and died miserable deaths in a few hours after, which

a little warning, with proper care on their part, might have prevented.

Here is one more picture, which represents some thoughtless little girls,

PLAYING WITH FIRE AND CANDLES.



One of them has set the bed curtains on fire with a candle ; and another her hair.

A third, in lighting paper in the fire to play with, has set her clothes on fire.

O what a dreadful situation these poor little girls are in ! They are all in danger of being burnt to death in the most cruel manner.

Learn from this, dear children, always to be careful of fire. We often hear of little girls being burnt to death, in the greatest agony, by their clothes taking fire.

Children who wish to live long, and be happy, must take warning, and endeavour to shun all these bad practices. They must attend to the instructions of their kind teachers, and the advice of their affectionate parents.

SECTION XLII.

In the following section, *w* is pronounced after *h* though written before it: thus *whale*, *what*, are pronounced *hwale*, *hwat*.*

N. B.—In this, and in the following sections, the accented syllables are designated by the figures which are placed over them to represent the sounds of the vowels.

¹ Whale	² whim	¹ whee dle	² whip per
wheat	whin	whi ten	whip saw
wheeze	whip	white ness	whis ker
while	whisk	white wash	whis key
whilst	whist	whi ting	whis per
whine	whit	whi tish	whis tle
white	whiz	whi ten er	whit tle
why	whur	² wher ret	whim si cal
² whelp	³ wharf	wher ry	whis per er
when	⁵ what	whet stone	² where as
whence	⁹ where	whif fle	where at
which	whew	whim per	where in
whiff	whew	whim sey	² o ver whelm
whig	whew	whip lash	

NIGHT.

Now darkness shades the distant hill,
The little birds are hid and still,
And we a quiet sleep may take,
For our Creator is awake.

'Tis sweet, upon my little bed,
To think my Saviour guards my head,
And he a helpless child can keep,
Through all the silent hours of sleep.

* In pronouncing words of this class, the sound of *h* is sometimes omitted: thus, *while*, *wheel*, are pronounced *wile*, *weel*, &c. which is a corrupt pronunciation, and ought to be carefully avoided.

SECTION XLIII.

In the following section, *g* has its hard sound before
e i and *y*.

¹
Gear
geese

²
get
gift
gig
gild
gills
gimp
give

¹
ea ger
gew gaw
ti ger

²
brag ger
bug gy
crag ged
crag gy
dag ger
dig ger
dreg gy
drug gist
flag gy
gib bous
gid dy
gig gle
gig let
gil der

²
gim let
giv er
giz zard
hag gish
jag gy
mug gy
quag gy
rag ged
rig ging
rig gish
scrag ged
scrag gy
shag ged
slug gish
snag ged
snag gy
sprig gy
stag ger
swag ger
wag gish

³
au ger

⁴
tar get

⁵
bog gy
fog gy
hog gish
nog gin

²
for get
for give
mis give

¹
ea ger ly
ea ger ness

²
gib ber ish
gid di ly
gid di ness
rag ged ness
rug ged ly
rug ged ness
scrag gi ness
slug gish ness
wag ger y
wag gish ness

⁵
fog gi ness
log ger head

²
be gin ner
be gin ning
for get ful
for give ness

²
pet ti fog ger

²
for get ful ness

SECTION XLIV.

In the following section, *g* has its hard sound; and *n* has the sound of *ng* when it ends an accented syllable: thus, *anger*, is pronounced *ang-ger*.

² An ger	² lan guish	⁵ lon ger
an gle	lin ger	stron ger
an gler	lin guist	stron gest
an gry	man gle	² an gli cism
an guish	min gle	an gu lar
dan gle	san guine	sin gle ness
fan gle	shin gle	sin gu lar
fin ger	span gle	sin gu lar ly
hun ger	stran gle	² dis tin guish
hun gry	tan gle	en tan gle
jin gle	tin gle	ex tin guish
lan guage	wran gle	
lan guid	youn gest	

SECTION XLV.

In the following section, *x*, being followed by an accented syllable beginning with a vowel, has the sound of *gz*: thus, *ex-act*, is pronounced *egz-act*.

² Ex act	³ ex alt	¹ lux u ri ous
ex empt	ex or bi tant	ux o ri ous
ex ert	ex or di um	² ex an i mate
ex ist	¹ anx i e ty	ex ec u tive
ex ult	ex u be rance	ex ec u tor
ex act ly	ex u be rant	ex em pla ry
ex am ine	lux u ri ance	ex em pli fy
ex am ple	lux u ri ant	⁵ ex on er ate
ex em plar	lux u ri ate	
ex is tence		

SECTION XLVI.

In the following section, *c* has the sound of *sh* when followed by *io*, *co*, or *ea*, and the accent precedes : thus, *gra-cious*, is pronounced *gra-shus*.

¹
Gra cious
o cean
so cial
spa cious

¹
a tro cious
au da cious
ca pa cious
ce ta ceous
crus ta ceous
fal la cious

¹
fe ro cious
fu ga cious
lo qua cious
ra pa cious
sa ga cious
se qua cious
se ta ceous
te na cious
vi va cious
vo ra cious
a tro cious

¹
au da cious ly
vo ra cious ly
²
co er cion
pro vin cial

¹
con tu ma cious
ef fi ca cious
in ca pa cious
per spi ca cious
per ti na cious

SECTION XLVII.

In the following section, *c* has the sound of *sh* when followed by *ia*, *ie*, or *io*, and is pronounced as if it was joined to the preceding syllable : thus, *pre-cious*, *spe-cial*, are pronounced *presh-us*, *pesh-al*.

²
Pre cious
spe cial
vi cious

²
au spi cious
ca pri cious
ef fi cient
ju di cial
ju di cious
ma gi cian

²
ma li cious
mu si cian
of fi cial
pa tri cian
per ni cious
phy si cian
suf fi cient
sus pi cion
de fi cien cy
de li cious ly

²
es pe cial ly
ma li cious ly
per ni cious ly
suf fi cient ly

²
ar ti fi cial
av a ri cious
ben e fi cial
prej u di cial
su per fi cial

SECTION XLVIII.



George Washington and his Little Hatchet.

When George was about six years old, he was made the wealthy master of a hatchet! of which, like most boys, he was immoderately fond; and was constantly going about, chopping every thing that came in his way.

One day in the garden, where he had often amused himself hacking the pea-bushes, he unluckily tried the edge of his hatchet on the body of a beautiful young English cherry tree, which he so much injured, that the tree never got the better of it.

The next morning, his father, finding out what had befallen his favourite tree, came into the house, and asked for the author of the mischief; declaring at the same time, that he would not have taken five guineas for the tree.

Nobody could tell him any thing about it. Presently George and his little hatchet made their

appearance. "George," said his father, "do you know who killed that beautiful little cherry tree yonder in the garden?"

'This was a hard question; and George staggered under it for a moment; but quickly recovered himself, and looking at his father with the sweet face of youth, brightened with the charm of honesty, he bravely cried out, "I cannot tell a lie Pa; you know I cannot tell a lie. I did it with my little hatchet."

"Run to my arms, my dearest boy," said his father; "you have paid me for my tree a thousand times; and I hope, my son, you will always be hero enough to tell the truth."

SECTION XLIX.

Definitions of Arts and Sciences.

- A Mechanic*, is a person who has the knowledge of some art.
- A Farmer*, is a person who tills the ground to raise food for men and cattle.
- A Blacksmith*, is one who makes things of iron.
- A Goldsmith*, is one who works in gold and silver.
- A Cabinet Maker*, is one who makes tables, bureaus, and other furniture.
- A Carpenter*, is one who builds houses.
- A Mason*, is one who lays walls, and builds brick or stone houses.
- A Saddler*, is one who makes saddles and harnesses.
- A Cooper*, is one who makes barrels, tubs and pails.

- A Glazier*, is one who sets glass in windows.
A Printer, is one who prints papers and books.
A Bookbinder, is one who puts covers on books.
A Barber, is one who shaves, and cuts hair.
A Brewer, is one who makes beer.
A Butcher, is one who kills and sells meat.
A Baker, is one who makes bread to sell.
A Magistrate, is one chosen to govern the people.
A Legislator, is one who makes laws.
A Physician, is one who studies diseases and medicine.
A Divine, is a minister of the Gospel.

SECTION L.

In the following section, *t* has the sound of *sh* when followed by *ia*, *ie*, or *io*, preceded by the accent: thus, *par-tial*, is pronounced *par-shal*.

1	4	2
Pa tient	par tial	con ten tious
quo tient	par tial ly	cre den tial
2	1	es sen tial
cap tious	fa ce tious	in fec tious
fac tious	im pa tience	li cen tious
fic tious	im pa tient	po ten tial
frac tious	vex a tious	pru den tial
nup tial	fa ce tious ness	sen ten tious
3	im pa tient ly	sub stan tial
cau tious	vex a tious ness	li cen tious ness

In the following words, (and in all other cases,) where *tion*, *tian*, and *tial*, are immediately preceded by *s* or *x*, *t* has the sound of *ch*: thus, *bas-tion*, is pronounced *bas-chun*.

2	2	2
Bas tion	ad mix tion	com bus tion
fus tian	ce les tial	di ges tion
ques tion	am bus tion	sug ges tion

SECTION LI.

In the following section, *t* has the sound of *sh*, when followed by *io* ; and is pronounced as if joined to the preceding syllable : thus, *ad-di-tion*, is pronounced *ad-dish-un*.

² Ad di tion	² pro pi tious	² def i ni tion
am bi tion	se di tion	dis po si tion
am bi tious	se di tious	er u di tion
con di tion	vo li tion	ex pe di tion
con tri tion	²	ex po si tion
dis cre tion	ab o li tion	im po si tion
e di tion	ad mo ni tion	in qui si tion
fic ti tious	am mu ni tion	op po si tion
fru i tion	ap po si tion	prep o si tion
pe ti tion	com pe ti tion	pro hi bi tion
par ti tion	co a li tion	prop o si tion
po si tion	com po si tion	sup po si tion

SECTION LII.

In the following section, *th* has its first or sharp sound, as in *think*, *thin*.

¹ E ther	² an them	² thun der
faith ful	diph thong	triph thong
faith less	health ful	wealth y
ze nith	health y	ap a thy
a the ism	meth od	ep i thet
a the ist	pan ther	leth ar gy
hy a cinth	sab bath	meth o dist
the a tre	thick ness	pen ny worth
the o rem	thim ble	sym pa thize
the o rist	this tle	sym pa thy
the o ry	thrif ty	syn the sis

3	1	2
au thor	de throne	pa ren the sis
thorn y	en throne	pa thet i cal
thought ful	north east	5
or tho dox	south east	au thor i ty
5	ca the dral	ca thol i cism
thros tle	un faith ful	ca thol i con
throt tle	2	li thog ra phy
moth y	here with	li thot o my
8	north west	my thol o gy
month ly	south west	the oc ra cy
thir teen	me. theg lin	the ol o gy
thir ty	un thrif ty	ther mom e ter
thor ough	a nath e ma	a poth e ca ry
worth less	an tip a thy	2
cu	au then ti cate	a rith met i cal
thou sand	mis an thro py	a the is ti cal

SECTION LIII.

In the following section, *th* has its second or flat sound, as in *the, them*.

1	2	8
Cloth ing	neth er	oth er
ei ther	rath er	smoth er
hea then	south ern	wor thy
loath some	teth er	wor thi ly
nei ther	thith er	wor thi ness
2	4	1
breth ren	far ther	al though
fath om	far thing	be neath
feath er	fa ther	be queath
gath er	fa ther ly	with hold
hith er	8	2
lath er	broth er	them selves
leath er	moth er	with stand

SECTION LIV.

Definition of Common terms.

Charles, we shall now explain some *words* and *phrases* to you, and then ask some questions about them, to see if you understand the meaning of them.

Can you tell the difference between a *divine agent*, and a *human agent*? God is a divine agent; men are human agents.

Some things are the *works of nature*, others the *works of art*. The sun, moon, and stars; the world, the animals, and trees, are the works of nature. They are called the works of nature because God created them, or made them grow.

The works of *art*, are things made by men. Houses, fences, tables, chairs, shoes, and hats, are works of art.

There are likewise *works of instinct*; as a bird's nest, a spider's web, and a honey-comb. These are called works of instinct, because animals have not understanding like men, but are directed by instinctive principles.

Some things are *animate*, others are *inanimate*. Horses, cows, dogs, and birds, are animate. They are called animate, because they have the sense of seeing, hearing, smelling, tasting, and feeling.

Those things which cannot see, hear, smell, taste, nor feel, are called *inanimate*; as stones, wood, and water.

Some things have *animal life*, others have *vegetable life*. Mankind, beasts, insects, birds, and fishes, have animal life. Grass, flowers, shrubs, and trees, have vegetable life.

Some *animals* are *domestic*, others are *wild*. The horse, cow, sheep, dog, cat, and hen, are domestic animals. The bear, wolf, fox, squirrel, and hawk, are wild animals.

A *beast of prey*, is an animal that devours other animals ; as a lion, leopard, panther, and tiger.

Animals that eat flesh, such as the dog, wolf, and lion, are called *carnivorous*.

Animals that feed on grass, such as the horse, cow, and sheep, are called *graminivorous*.

Animals that live in flocks or herds, as sheep, geese, and bees, are called *gregarious*.

It is said of a man who cannot see—he is *blind*.

If he cannot hear—he is *deaf*.

If he cannot speak—he is *dumb*.

If he cannot move—he is *motionless*.

If he cannot feel—he is *senseless*.

Questions upon the preceding section.

Who is a divine agent? Who are human agents? What things are called the works of nature? Why do you call these the works of nature? What are the works of art? Why are they called the works of art? What are the works of instinct? Why are they called works of instinct? Can you name some things that are animate? Why do you call them animate? What things are called inanimate? Why? What things have animal life? What have vegetable life? What animals are domestic? What animals are wild? What is a beast of prey? What are carnivorous animals? What are graminivorous? What are gregarious? What is said of a man who cannot see? What, if he cannot hear? What, if he cannot speak? What, if he cannot move? What, if he cannot feel?

SELECT SENTENCES.

Our best friends are those who tell us of our faults, and teach us how to correct them.

Good or bad habits formed in youth, generally go with us through life.

SECTION LV.

In the following section, *i* before a vowel, has the sound of *y*; thus, *al-ien*, *fil-ial*, are pronounced *ale-yen*, *fil-yal*.

¹ Al ien	² pill ion	¹ com mun ion
court ier	pin ion	
seign ior	runn ion	² ci vil ian
pav ier	scull ion	com pan ion
al ien ate	trill ion	con viv ial
² bagn io	triv ial	fa mil iar
bdell ium	val iant	me dall ion
bil ious	brill ian cy	mo dill ion
bill iards	val iant ly	o pin ion
brill iant	³ warr iour	pa vil ion
cull ion	⁵ coll ier	pos till ion
fil ial	pon iard	punc til ious
gall iard	⁸ on ion	ras call ion
mill ion		re bell ion
min ion		re bell ious
		ver mil ion

SECTION LVI.

In the following section, *s* and *z*, have the sound of *zh*, when preceded by a vowel and followed by *i*, or *u*: thus, *meas-ure*, *vis-ion*, are pronounced *mez-ure*, *viz-un*.

¹ A zure	² treas ure	ef fu sion
bra sier	vis ion	en clo sure
fu sion	¹ ad he sion	e ro sion
gla zier	al lu sion	e va sion
o sier	com po sure	ex clu sion
ra sure	con clu sion	ex po sure
u su ry	de lu sion	in fu sion
² meas ure	dif fu sion	in va sion

¹ oc ca sion	² de ris ion	² cas u al ty
per sua sion	di vis ion	vis ion a ry
pro fu sion	in cis ion	¹ oc ca sion al
² al lis ion	pre cis ion	un u su al
de cis ion	re cis ion	oc ca sion al ly
	re vis ion	

SECTION LVII.

In the following section, *s* when followed by *u*, has the sound of *sh*; thus, *sure*, is pronounced *shure*.

¹ Sure	² cen sur er	¹ as su rance
sure ly	is sue less	as su rer
sure ness	sen su al	en su rance
sure ty	cen su ra ble	en su rer
² cen sure	sen su al ist	as su red ly
fis sure	sen su al ize	² com pres sure
is sue	sen su al ly	im pres sure
pres sure	¹ as sure	² sen su al i ty
ten sure	en sure	

SECTION LVIII.

In the following section, *ch* has the sound of *sh*; thus, *chaise*, is pronounced *shaze*.

¹ Chaise	¹ cham paign	¹⁰ ma chin er y
² tren chant	chi cane	¹ chan de lier
⁴ char la tan	chi ca ner	chev a lier
¹ cha made	chi ca ner y	deb au chee
	¹⁰ cha grin	¹⁰ cap u chin
	ma chine	

SECTION LIX.

In the following section, *h* is silent when preceded by *c*, which has the sound of *k*.

¹ Ache	⁵ mon arch	² sep ul chre
chyle	schol ar	mel an chol y
scheme	⁶ school	³ or ches tre
cha os	⁸ stom ach	⁴ ar che type
cho ral	¹ eu cha rist	ar chi tect
cho rus	hi e rarch	harp si chord
e poch	pa tri arch	⁵ chron i cal
li lach	hi e rar chy	chron i cle
o chre	² an ar chy	mon ar chy
te trarch	an chor age	ol i gar chy
² chasm	bac cha nals	¹ arch an gel
chrism	cat e chise	chi me ra
an arch	cat e chism	mos che to
an chor	cat e chist	² chi mer i cal
christ en	cham o mile	me chan i cal
christ mas	char ac ter	chi mer i cal ly
dis tich	christ en dom	me chan i cal ly
ech o	chrys a lis	⁵ chi rog ra phy
pas chal	chrys o lite	chro nol o ger
³ chord	mech an ism	chro nol o gy
⁴ ar chives	mich ael mas	
⁵ chol er	sac cha rine	

Reflection.

How pleasant it is, at the close of the day,
 No folies to have to repent!
 But reflect on the past, and be able to say,
 My time has been properly spent.



SECTION LX.

THE HONEY BEE.

Here, Charles, is another picture. We shall now tell you something about the *bees*. Here is a representation of a bee-hive, where they make their honey. Near the hive is some honey-comb ; and just above the comb are some bees ; the queen, the drone, and the common honey-bee.

On the other side of the hive is a boy with a book in his hand, who is looking to see the little bees at work, making honey. The bee is a noble pattern of skill and industry, to which we are indebted for one of the most palatable and wholesome sweets that nature affords.

See how active they are in going in and out the hive ; and this busy life never ceases during the season in which it is proper for them to lay in food, and to store their cells for winter.

If we may believe what writers say of them, they all have their separate offices and labours, as if they were under the strictest discipline. When the season arrives in which they begin to build their comb, they divide themselves into distinct bands for service.

One party, like servants in a family, is wholly taken up in providing food for those which are employed in the work. Another party is engaged in flying abroad into the fields and gardens, to cull the sweets of flowers, from which they make their wax and honey. A third is employed in the hive, to receive what the former brings home, and to work it up into the different cells.

And what is remarkable, though all are thus engaged, and every one so busy, yet none of them breaks in upon another's province, or interrupts him in his work, so as to make disorder in the hive.

One thing more we may notice concerning these little creatures, because we may learn from it a very useful lesson ; and that is their cleanliness ; for if by accident any thing offensive gets into their hive, they have no rest until it is removed.

For this purpose, if one bee has not power to do it, others assist ; and if it should prove too big or too heavy for their united efforts to accomplish, they then contrive to get it into one corner, and there cover it over with a kind of glue, somewhat like their honey ; so that no smell or offence may arise from it to hurt them.

Thus you see how the little bees improve their time : they labour hard to gather honey during the summer, and lay up a store for winter, when the herbs and flowers are dead, and the weather cold and dreary.

And I hope, dear children, that you will employ your time well, like the little busy bee, and never idle away your hours in the streets or fields, but improve your time in useful study while you are young, and not neglect what will be for your good all your life-time.

And like that busy insect, we should learn to make all things turn to our use, and be of service to us. There is nothing so small or minute but it may be made of use ; nothing so bad in nature but that we may draw from it some profit, or lesson to instruct us ; and by choosing the good, and turning from evil, we may purchase to ourselves peace here, and the hopes of a brighter reward in a future state.

How doth the little busy bee
Improve each shining hour,
And gather honey all the day,
From every opening flower !

How skilfully she builds her cell !
How neat she spreads the wax !
And labours hard to store it well,
With the sweet food she makes.

In works of labour, or of skill,
I would be busy too ;
For Satan finds some mischief still,
For idle hands to do.

In books, or work, or healthful play,
Let my first years be past;
That I may give for every day
Some good account at last.

SECTION LXI.

Description of various causes of Death.

Death is ceasing to live. Some of the things which occasion death, are sickness, fire, water, smoke, cold, hunger, intemperance, passion, and violence,

When death is occasioned by sickness, it is called a *natural death*.

When by fire, it is called *burning*.

When by water, it is called *drowning*.

When by the heat of liquids, it is called *scalding*.

When by bad air or smoke, it is called *suffocating*.

When by cold, it is called *freezing*.

When by hunger, it is called *starving*.

When one is killed by another without design, it is called *manslaughter*.

When by violence, it is called *murder*.

There are several kinds of murder ; when one is murdered by his own child, it is called *parricide*.

When by a brother, it is called *fratricide*.

When an infant is murdered, it is called *infanticide*.

When a king is murdered, it is called *regicide*.

When one kills himself, it is called *suicide*.

Questions on the preceding Section.

What is death? What are some of the things which occasion death? When death is occasioned by sickness, what is it called? When by fire, what? When by water, what? When by heat of liquids, what? When by bad air or smoke, what? When by cold, what? When by hunger, what? When one is killed by another, without design, what is it called? When by violence, what? When one is murdered by his own child, what is it called? When by a brother, what? When an infant is murdered, what is it called? When a king, what? When one kills himself, what is it called?

SECTION LXII.

Words in which *g* and *c* are soft, like *j* and *s*, at the end of accented syllables; or, in which the accented syllables end with a short vowel, followed by *g* and *c* soft. Thus, *frig-id*, *ac-id*, or *fri-gid*, *a-cid*, are pronounced, *frij-id*, *as-id*.

Teachers differ in opinion as to the best method of dividing this class of words: some wish to have the accented syllables end with *g* and *c* according to the division under the first example; others wish to have the accented syllables terminate with a short vowel, according to the division under the second example. The words are therefore divided both ways; the orthography and pronunciation being the same, that each one may have the privilege of teaching according to his own notions of division.

EXAMPLE 1.

²	²	²
Dig it	leg i ble	veg e tate
frag ile	leg is late	vig il ance
frig id	mag i cal	vig il ant
leg er	mag is trate	²
pag eant	pag eant ry	re lig ion
pig eon	reg i cide	re lig ious
rig id	reg i men	pro dig ious
vig il	reg i ment	o rig i nal
ag i tate	reg is ter	²
flag e let	trag e dy	ac id

²
 plac id
 tac it
 ac id ness
 dec i mal
 lac er ate
 mac er ate
 pac i fy
 prec e dent
 prec i pice
 rec i pe
 spec i men
 nec es sa ry
⁵
 doc ile

⁵
 proc ess
²
 e lic it
 ex plic it
 il lic it
 im plic it
 ca pac i tate
 ca pac i ty
 du plic i ty
 fe lic i ty
 lo quac i ty
 men dac i ty
 ra pac i ty
 rus tic i ty

²
 sa gac i ty
 sim plic i ty
 ve rac i ty
 vi vac i ty
⁵
 a troc i ty
 fe roc i ty
 ve loc i ty
²
 au then tic i ty
 du o dec i mo
 ec cen tric i ty
 e las tic i ty
 e lec tric i ty

EXAMPLE II.

²
 Di git
 fra gile
 fri gid
 le ger
 pa geant
 pi geon
 ri gid
 vi gil
 a gi tate
 fla ge let
 le gi ble
 le gis late
 ma gi cal
 ma gis trate
 pa geant ry
 re gi cide
 re gi men

²
 re gi ment
 re gis ter
 tra ge dy
 ve ge tate
 vi gil ance
 vi gil ant
²
 re li gion
 re li gious
 pro di gious
 o ri gi nal
²
 a cid
 pla cid
 ta cit
 a cid ness
 de ci mal

²
 la cer ate
 ma cer ate
 pa ci fy
 pre ce dent
 pre ci pice
 re ci pe
 spe ci men
 ne ces sa ry
⁵
 do cile
 pro cess
²
 e li cit
 ex pli cit
 il li cit
 im pli cit
 ca pa ci tate

²
ca pa ci ty
du pli ci ty
fe li ci ty
lo qua ci ty
men da ci ty
ra pa ci ty
rus ti ci ty

²
sa ga ci ty
sim pli ci ty
ve ra ci ty
vi va ci ty
⁵
a tro ci ty
fe ro ci ty

⁵
ve lo ci ty
²
au then ti ci ty
du o de ci mo
ec cen tri ci ty
e las ti ci ty
e lec tri ci ty

SECTION LXIII.

In the following words, *ti* and *ci* have the sound of *she* when followed by a vowel and the accent precedes : thus, *sa'-ti-ate*, *gla'-ci-ate*, are pronounced, *sa'-she-ate*, *gla'-she-ate*.

¹
Sa ti ate
gla ci ate

¹
ap pre ci ate
as so ci ate
con so ci ate
ex pa ti ate
dis so ci ate
in sa ti ate
e ma ci ate
in gra ti ate
ne go ti ate

¹
ap pre ci a ting
as so ci a ting

con so ci a ting
dis so ci a ting
e ma ci a ting
ex pa ti a ting
in gra ti a ting
ne go ti a ting
fi du ci a ry
in sa ti a ble
in sa ti a bly
ne go ti a tor

¹
in sa ti a ble ness
as so ci a ting

²
an nun ci ate
e nun ci ate
li cen ti ate
sub stan ti ate
an nun ci a ting
e nun ci a ting
e nun ci a tive
sub stan ti a ting
¹
brag ga do ci o

In the following words, *ti* has the sound of *she* when followed by a vowel ; and the preceding syllable is pronounced as if it ended with *sh* : thus *vi'-ti-ate*, is pronounced, *vish'-e-ate*.

²
Vi ti ate
vi ti a ting
vi ti a ted

²
in i ti ate

²
no vi ti ate
pro pi ti ate

pro pi ti a ting
pro pi ti a ted
pro pi ti a tor

²
pro pi ti a to ry

¹
vi ti a tion

¹
in i ti a tion

SECTION LXIV.

In the following words, *u*, when preceded by an accented syllable, has the sound of *yu*.

The pronunciation of this class of words, is not uniformly settled. That formerly adopted, to a great extent, was to pronounce them as if written *na-ter*, *nat-er-al*: a more common enunciation at present, is that of *na'-tshure*, *natsh'-u-ral*: but the true pronunciation, seems to be that of giving all the letters their proper sound; as if written *nate'-yure*, *nat'-yu-ral*. This pronunciation has been sanctioned by several lexicographers, and is now adopted by many of our best speakers. It is by far the most elegant, and analogical. The *u* in these words is not sounded as long, or as short, as when under the accent; the true pronunciation seems to lie between both; which may be termed the unaccented long *u*.*

1	3	2
Cre <u>a</u> t ure	for <u>t</u> une	ad ven <u>t</u> ure
fe <u>a</u> t ure	tor <u>t</u> ure	en rap <u>t</u> ure
na <u>t</u> ure	2	in den <u>t</u> ure
2	act u al	ac cent u ate
cap <u>t</u> ure	act u ate	ad ven <u>t</u> ur er
cult ure	cent u ry	ad ven <u>t</u> ur ous
fix <u>t</u> ure	nat u ral	con grat u late
gest ure	pet u lance	con stit u ent
mix <u>t</u> ure	pet u lant	ef fect u al
nurt ure	rapt ur ous	ha bit u al
past ure	script u ral	im pet u ous
pict ure	vent ur ous	in fat u ate
rapt ure	act u al ly	per pet u al
rupt ure	nat u ral ist	per pet u ate
script ure	nat u ral ize	tu mult u ous
stat u <u>e</u>	nat u ral ly	un nat u ral
stat ure	stat u a ry	vo lupt u ous
stat ute	sumpt u a ry	ef fect u al ly
struct ure	tit u la ry	ha bit u al ly
vent ure	3	per pet u al ly
vest ure	for <u>t</u> u nate	2
vult ure	for <u>t</u> u nate ly	re ca pit u late

* In teaching this section, if any wish to give *t* the sound of *tsh*, they can adopt this pronunciation without any inconvenience.

SECTION LXV.

Words ending in *ic* or *ick*.

The orthography of this class of words is not entirely settled. In words of one syllable, when this termination is preceded by *i*, and in all words when preceded by any other vowel, the *k* is almost uniformly annexed: but in words of more than one syllable, when this termination is preceded by *i*, the most common practice is to omit the *k*. The dictionaries mostly used at present, which are those of Dr. Webster and Mr. Walker, disagree in this termination; as will be seen by the following words.*

Webster.	Walker	Webster.	Walker.
1	1	2	2
Cu bic	cu bick	do mes tic	do mes tick
mu sic	mu sick	dra mat ic	dra mat ick
2	2	em pir ic	em pir ick
crit ic	crit ick	fa nat ic	fa nat ick
mys tic	mys tick	fo ren sic	fo ren sick
phthis ic	phthis ick	in trin sic	in trin sick
rus tic	rus tick	mag net ic	mag net ick
5	5	ma jes tic	ma jes tick
com ic	com ick	or gan ic	or gan ick
op tic	op tick	pa cif ic	pa cif ick
top ic	top ick	pro lif ic	pro lif ick
2	2	pro phet ic	pro phet ick
bo tan ic	bo tan ick		

Words ending in *or*, or *our*.

The number of words in the language, with this termination, is about three hundred. These, with the exception of about forty or fifty, are uniformly written without the *u*; as *author*, *actor*, *doctor*, *major*, *sailor*, *tailor*, *tutor*, &c. In the following list, the most common practice of our best writers, is, to retain the *u*; although some exclude it altogether.

Walker.	Webster.	Walker.	Webster.
1	1	1	1
Fa vour	fa vor	hu mour	hu mor
fla vour	fla vor	la bour	la bor

* The final *k* has been retained in the dictionaries of *Johnson*, *Sheridan*, *Walker*, *Jones*, and *Jameson*: but it has been omitted in the dictionaries of *Martin*, *Ash*, *Fenning*, *Entick*, *Browne*, *Barclay*, *Dyche*, (17th edition) *Scott*, *Perry*, *Buchanan*, *Macredie*, *Webster*, *Maunder*, and *Worcester*.

<i>Walker.</i>	<i>Webster.</i>	<i>Walker.</i>	<i>Webster.</i>
1	1	2	2
o dour	o dor	val our	val or
ru mour	ru mor	vig our	vig or
sa vour	sa vor	4	4
sav iour*	sav ior*	ar bour	ar bor
tu mour	tu mor	ar dour	ar dor
va pour	va por	ar mour	ar mor
2	2	har bour	har bor
can dour	can dor	par lour	par lor
clam our	clam or	5	5
rig our	rig or	hon our	hon or
splen dour	splen dor	8	8
		col our	col or

SECTION LXVI.

Difficult and irregular words, which do not belong to the preceding sections ; with the pronunciation opposite each word.

<i>Written.</i>	<i>Pronounced.</i>	<i>Written.</i>	<i>Pronounced.</i>
	1		2
Ewe	yu	flam beaux	flam boze
been	2	hic cough	hik kup
once	bin	neph ew	nev vu
one	wuns	pret ty	prit ty
says	wun	saf fron	saf furn
	sez		6
	6	cou rier	koo reer
rouge	roozh		1
sous	soo	main tain	men tane
	1	suf fice	suf fize
a pron	a purn		2
haut boy	ho boy	a gain	a gen
i ron	i urn	a gainst	a genst
i sland	i land	dis cern	diz zern
puis ne	pu ne		2
vis count	vi kount	and i ron	and i urn
	2	grid i ron	grid i urn
anx ious	angk shus	hal cy on	hal she un
breech es	brich iz	sac ri fice	sak kre fize
busi ness	biz nes		3
colo nel	kur nel	nau se ate	naw she ate
christ ian	krist yun		2
eng lish	ing glish	dis cern ment	diz zern ment
flam beau	flam bo	port man teau	port man to

* i like y

SECTION LXVII.

Evening.

The day declines ; the sinking sun
Hastes down the redd'ning skies ;
The hills receive his last shot ray,
Then hide him from our eyes.

And now still night her empire spreads
In silence far and near ;
No sound is heard, except the breeze,
That lulls the list'ning ear.

The sparkling stars in order rise,
And spread the vast profound ;
The moon next shows her silver face,
And lightens all around.

While thus I view these pleasing scenes,
Which strike my ravished sight,
O may I not forgetful be,
Of him who made the night.

SECTION LXVIII.

Morning.

The morning dawns ; the rising sun
Strews blushes o'er the sky ;
Men to their several callings run,
To their's all creatures hie.

The lark with her enliv'ning note,
Soars upward, as she sings ;
The warbling goldfinch swells his throat,
And spreads his gaudy wings.

The gen'rous cow her treasure yields,
The milk-maid's pail to fill ;
The lab'ring horse stalks to the fields,
The fruitful earth to till.

In every landscape there is seen,
Divine, creative power ;
Else what could clothe the fields with green,
Or form the od'rous flower ?

SECTION LXIX.

Creative Power.

God made the sun, and gave him light ;
He made the moon to shine by night ;
He placed the brilliant stars on high,
And leads them through the midnight sky.

He made the earth in order stand,
He made the ocean and the land ;
He made the hills their places know,
And gentle rivers round them flow.

He made the forest, and sustains
The grass that clothes the fields and plains ;
He sends from heaven the summer showers,
And makes the meadows bright with flowers.

He called all beings into birth
That crowd the ocean, air, and earth ;
And all in Heaven and earth proclaim
The glory of his holy name.

SECTION LXX.

Goodness of the Creator.

God warmed with life our mortal parts,
He made the blood flow round our hearts ;
He made our pulse beat calm and still,
Our limbs move lightly at our will.

He made the eye that gazes round ;
The ear, alive to every sound ;
The tongue, to make our wishes known ;
The soul, an image of his own.

In early youth he made us know
The way in which our feet should go ;
He gave us precepts, plain and few,
For all good deeds that we should do.

A thousand joys our God hath given,
Our peace on earth, our hopes of Heaven ;
And all our souls shall join to raise
An offering of immortal praise.

SECTION LXXI.

Reasons for not using Ardent Spirits.

1. *Because it forms habits of intemperance ; which produces poverty, and is an inlet to almost every vice that can be named.*
2. *Because it gives a man red eyes, a bloated face, and an empty purse.*
3. *Because it poisons the blood, and destroys the organs of digestion.*
4. *Because it shortens more lives than famine, pestilence, and the sword.*
5. *Because it corrupts both body and mind, and brings down man to a level with the brute.*
6. *Because it destroys the purest principles of morality ; the noblest sentiments of honour, and the finest feelings of humanity.*

The Ten Commandments, versified.

1. **Thou shalt have no more Gods than me.**
2. **Before no idol bow thy knee.**
3. **Take not the name of God in vain ;**
4. **Nor dare the sabbath-day profane.**
5. **Give both thy parents honour due.**
6. **Take heed that thou no murder do.**
7. **Abstain from words and deeds unclean ;**
8. **Nor steal, though thou art poor and mean.**
9. **Nor make a wilful lie, nor love it :**
10. **What is thy neighbour's do not covet.**

OUR SAVIOUR'S GOLDEN RULE.

*Be you to others kind and true ;
 As you'd have others be to you :
 And neither do nor say to men,
 Whate'er you would not take again.*

SECTION LXXII.



FABLE* I.

The Wolf in disguise.

A Wolf, by frequent visits to a flock of sheep, began to be extremely well known to them: he therefore thought it expedient, for the more successfully carrying on his depredations, to appear in a new character.

To this end he disguised himself in a shepherd's dress; and resting his fore feet upon a stick, which served him by way of a crook, he softly made his approach towards the fold.

It happened that the shepherd and his dog were both extended on the grass, asleep; so that he would certainly have succeeded in his project, had he not imprudently attempted to imitate the shepherd's voice.

The horrid noise awakened them both; when the wolf, encumbered with his disguise, and finding it impossible to resist or flee, yielded up his life an easy prey to the shepherd's dog.

MORAL.

There would be but little chance of detecting hypocrisy, were it not always addicted to overact its part.

* Fables are fictions or feigned stories; designed to amuse, and at the same time to enforce moral instruction.

FABLE II.

*The Fox and the Raven.*

A fox observing a raven perched on the branch of a tree, with a fine piece of cheese in her mouth, immediately began to consider how he might possess so delicious a morsel.

"Dear madam," said he, "I am extremely glad to have the pleasure of seeing you this morning; your beautiful shape and shining feathers are the delight of my eyes."

"Would you condescend to favour me with a song? I doubt not but your voice is equal to the rest of your accomplishments."

Deluded with this flattering speech, the transported raven opened her mouth in order to give him a specimen of her pipe, when down dropped the cheese, which the fox instantly snatched up, and bore away in triumph; leaving the raven to lament her credulous vanity at her leisure.

MORAL.*

Wherever flattery gains admission, it seems to banish common sense.

* Moral, is the meaning or instruction inculcated by a fable.

FABLE III.

*The Monkey and the Cats.*

Two cats having stolen some cheese, could not agree how to divide the prize. In order to settle the dispute, they at last consented to refer the case to a monkey; who took upon himself the office of judge: and holding a pair of scales, put a part into each scale.

"Let me see," said he, "this lump outweighs the other;" so he immediately bit off a considerable piece, in order, as he said, to make them both equal.

The opposite scale had now become the heaviest, which afforded the conscientious judge an additional reason for a second mouthful.

"Hold, hold," said the cats, who began to fear the issue, "give us our respective shares, and we shall be satisfied." "If you are satisfied," said the monkey, "justice is not; a case of this nature is by no means so soon determined."

The poor cats seeing their cheese so much diminished, entreated him to give himself no more trouble, but deliver to them what remained.

"Not so fast, friends," said the monkey; "we owe justice to the court as well as to you: what remains is due

to me in right of my office :” upon which he crammed the whole into his mouth, and gravely dismissed the court.

MORAL.

The scales of the law are seldom poised, till little or nothing remains in either.

FABLE IV.



The Farmer and the Snake.

An honest farmer observing a snake lying under a hedge, almost frozen to death, was moved with compassion ; and bringing it home, he laid it upon the hearth, near the fire.

Thus warmed and cherished, the snake shortly began to revive : but no sooner had he recovered strength enough to do mischief, than he sprang upon the farmer's wife, bit one of his children, and in short, threw the whole family into confusion and terror.

“ Ungrateful wretch !” said the man ; “ thou hast sufficiently taught me how ill-judged it is to confer benefits on the worthless and undeserving.” So saying, he immediately snatched up a hatchet, and cut the snake in pieces.

MORAL.

To confer power upon the mischievous, or favours on the undeserving, is a misapplication of our benevolence.

FABLE V.

*The Wolf and the Crane.*

A wolf with too much greediness, swallowed a bone ; which unfortunately stuck in his throat. In the violence of his pain, he applied to several animals, earnestly entreating them to extract it.

None of them dared hazard the dangerous experiment, except the crane ; who, persuaded by his solemn promises of a compensation, ventured to thrust her enormous length of neck down his throat ; and having successfully performed the operation, claimed the recompense.

“See how unreasonable some creatures are,” said the wolf ; “ have I not suffered thee safely to draw thy neck out of my jaws, and hast thou the conscience to demand a further reward ?”

MORAL.

The utmost extent of some men’s gratitude, is barely to refrain from oppressing and injuring their benefactors.

FABLE VI.

The Eagle and the Crow.

An eagle, from the top of a high mountain, pounced upon a lamb, and bore it away to her young. A crow

observing what passed, was ambitious of performing the same exploit ; and darting from her nest, fixed her talons in the fleece of another lamb.

But neither able to move her prey, nor to disentangle her feet, she was taken up by the shepherd, and carried home to his children for a plaything, who eagerly inquired what bird it was ?

An hour ago, said the father, she fancied herself an eagle : however, by this time, I suppose she is convinced of being only a crow.

MORAL.

A false estimate of our abilities, exposes us to ridicule, and sometimes to danger.

FABLE VII.



The Farmer and his three Enemies.

A wolf, a fox, and a rabbit, happened one evening to be foraging in different parts of a farmer's yard. Their first attempt was very successful, and they returned to their several quarters in safety.

However, they were perceived by the farmer's watchful eye ; who immediately placed several kinds of snares, and made each his prisoner in the next attempt.

He first took the rabbit to task ; who confessed she had eaten a few turnip-tops, merely to satisfy her hunger ; and besought him piteously to spare her life, promising never to enter his grounds again.

He next examined the fox ; who in a fawning obsequious tone, protested that he came into his premises through no other motive than pure good will, to restrain the rabbits and other vermin from the plunder of his corn.

And he further added, that whatever evil tongues might say, he had too much regard both for him and for justice, to be in the least guilty of any dishonest action.

He then, lastly, examined the wolf ; asking what business brought him within the purlieus of a farmer's yard ? The wolf very impudently declared, it was with the view of destroying his lambs, to which he had an undoubted right.

The farmer, he said, was the only felon, who robbed the community of wolves of what was meant to be their proper food : that this, at least, was his opinion ; and whatever fate attended him, he should not scruple to risk his life in the pursuit of his lawful prey.

The farmer having heard their pleas, determined the cause in the following manner : the rabbit, said he, deserves compassion for the penitence she shows, and the humble confession she has made.

As for the fox and wolf, let them be hanged together : criminals alike with respect to their crimes, they have alike heightened their equal guilt, by the aggravations of hypocrisy and impudence.

MORAL.

Humility extenuates a crime, of which hypocrisy and impudence are equal aggravations.

FABLE VIII.

The Wolf and the Shepherds.

A wolf, peeping into a hut, where a company of shepherds were regaling themselves with a joint of mutton,—"bless me," said he, "what a clamour these men would have raised if they had caught me at such a banquet."

MORAL.

We often censure that conduct in others, which we practice ourselves without scruple.

SECTION LXXIII.

The following section is composed of words, in which two or more words have the same sound, but are different in spelling and signification.

- | | |
|-----------------------------|-------------------------------|
| Ail, a disease. | Break, to part by force. |
| Ale, a kind of beer. | Bread, food. |
| Air, an element. | Bred, brought up. |
| Heir, to an estate. | Buy, to purchase. |
| All, every one. | By, a particle. |
| Awl, an instrument. | But, except. |
| Al' tar, for sacrifice. | Butt, a vessel. |
| Al' ter, to change. | Call, to cry out. |
| As cent', steepness. [ing. | Caul, of the bowels. |
| As sent', the act of agree- | Ceil' ing, the inner roof. |
| Bail, a surety. | Seal' ing, setting of a seal. |
| Bale, a pack of goods. | Cell, a hut. |
| Ball, a round substance. | Sell, to dispose of. |
| Bawl, to cry aloud. | Cel' lar, the lowest room. |
| Bare, naked. | Sel' ler, one who sells. |
| Bear, a beast ; to suffer | Cere, to wax over. |
| Base, mean, vile. | Sear, to burn. |
| Bass, a part in music. | Seer, a prophet. |
| Be, to exist. | Cent, a copper coin. |
| Bee, an insect. | Scent, smell. |
| Beach, the shore. | Sent, did send. |
| Beech, a kind of tree. | Col lar, for the neck. |
| Beat, to strike. | Chol er, anger, rage. |
| Beet, a root. | Cite, to summon. |
| Beer, a liquor. [dead. | Site, situation. |
| Bier, a carriage for the | Sight, the sense of seeing. |
| Bell, a sounding vessel. | Clause, a sentence. |
| Belle, a gay young lady | Claws, the feet of birds. |
| Ber ry, a small fruit. | Climb, to ascend. |
| Bur y, to inter the dead. | Clime, climate, region. |
| Blew, did blow. | Close, to shut up. |
| Blue, a kind of colour. | Clothes, garments. |
| Bow, to shoot with. | Coarse, not fine. |
| Beau, a gay fellow. | Course, direction. |
| Bough, a branch. | Cof' fer, a chest for money. |
| Bow, an act of civility. | Cough' er, one who coughs. |
| Brake, a kind of plant. | Core, the inner part. |

- Corps, a body of soldiers. Glare, to dazzle.
 Cous' in, relation. Grate, for coals.
 Coz' en, a cheat. Great, large.
 Cyg' net, a young swan. Groan, to sigh.
 Sig' net, a seal. Grown, increased.
 Dam, to stop water. Hail, to salute.
 Damn, to condemn. Hale, sound, healthy.
 Dear, costly. Hair, of the head.
 Deer, a wild animal. Hare, an animal.
 Dew, moisture. Hall, a court of justice.
 Due, owed. Haul, to pull, to draw.
 Die, to expire. Hart, an animal.
 Dye, to colour. Heart, the seat of life.
 Doe a female deer. Heal, to cure.
 Dough, unbaked paste. Heel, part of the foot.
 Dun, brown colour. Hear, to perceive by the ear.
 Done, performed. Here, in this place.
 Fain, gladly. Herd, a number of beasts.
 Fane, a temple. Heard did hear.
 Feign, to dissemble. Hew, to cut.
 Faint, languid. [ance. Hue, a colour,
 Feint, a false appear. Hugh, a man's name.
 Fair, beautiful. Hie, to hasten.
 Fare, food. High, elevated, lofty.
 Feet, plural of foot. Him, that man.
 Feat, action, exploit. Hymn, a song of adoration.
 Fel loe, rim of a wheel. Hole, a hollow place.
 Fel low, an associate. Whole, total.
 Flea, an insect. Hay, dried grass.
 Flee, to run away. Hey, an expression of joy.
 Flew, did fly. Ho, a sudden exclamation.
 Flue, soft down. Hoe, a garden tool.
 Fore, before. In, within.
 Four, twice two. Inn, a tavern.
 Foul, filthy, unclean. Kill, to slay.
 Fowl, a bird. Kiln, of brick.
 Freeze, to congeal. Lacks, doth lack.
 Frieze, a coarse cloth. Lax, looseness.
 Gate, a kind of door. Lade, to dip water.
 Gait, manner of walking. Laid, placed.
 Gilt, adorned with gold. Lane, a narrow street.
 Guilt, crime, an offence. Lain, did lie.
 Glaire, the white of an egg. Leaf, of a tree.

- Lief*, willingly.
Led, did lead.
Lead, heavy metal.
Leek, a root.
Leak, to run out.
Les' sen, to make less.
Les' son, a task.
Links, part of a chain.
Lynx, a beast.
Li' ar, a teller of lies.
Lyre, a harp.
*Lim**b***, a member.
Limn, to paint.
Lo, behold.
Low, humble.
Lock, to close fast.
Lough, a lake.
Lone, single.
Loan, any thing lent.
Made, did make. [man.
Maid, an unmarried wo-
Mail, a packet.
Male, the he kind.
Main, chief.
Mane, of a horse.
Mar' shal, an officer.
Mar' tial, warlike.
Meed, a reward.
Mead, a kind of drink
Mean, of low rank.
Mien, air, aspect.
Meat, flesh, food.
Meet, to come together.
Mete, to measure.
Me' ter, a measurer.
Me' tre, poetical measure.
Mewl, to cry as a child.
Mule, an animal.
Might, power.
Mite, a small insect.
Mi' ner, a worker in mines.
Mi' nor, one under age.
Moan, to lament.
- Mown*, cut down.
Moat, a ditch.
Mote, a small particle.
Nap, a short sleep.
Knap, to bite.
Nay, no.
Neigh, the voice of a horse.
Nave, of a wheel.
Knave, a rascal.
Neal, to temper by heat.
Kneel, to bend the knee.
New, not old.
Knew, did know.
Night, the time of darkness.
Knight, a title of honour.
No, not so.
Know, to understand.
Nose, of the face.
Knows, doth know.
Nun, a female recluse.
None, not any.
Oar, to row with.
Ore, metal unrefined.
Our, belonging to us.
Hour, sixty minutes.
Pail, a vessel,
Pale, faint of lustre.
Pain, torment.
Pane, a square of glass.
Pair, two of a sort.
Pare, to cut off.
Pear, a kind of fruit.
Pause, a stop.
Paws, feet of a beast.
Peace, quietness.
Piece, a part.
Peal, sound of bells.
Peel, the skin or rind.
Plum, a kind of fruit.
Plumb, a weight on a line.
Pole, a long stick.
Poll, the head.
Prac' tice use, custom.

- Prac' tise, to do habitually. Seas, great waters.
 Pray, to supplicate. Sees, doth see.
 Prey, a booty. Seize, to lay hold of.
 Prof' it, gain. Shear, to cut with shears.
 Proph' et, a foreteller. Shire, a county.
 Rain, falling water. Size, bulk.
 Rein, part of a bridle. Sighs, doth sigh.
 Reign, to rule. Sign, a token.
 Raise, to lift up. Sine, a geometrical line.
 Rays, beams of light. Slay, to kill.
 Raze, to destroy. Slaie, a weaver's reed.
 Rap, to strike. Sley, to part into threads.
 Wrap, to fold together. Slight, neglect.
 Red, a colour. Sleight, dexterity.
 Read, did read. So, thus.
 Reed, a plant. Sew, to join by threads.
 Read, to peruse. Sow, to scatter.
 Rest, ease. Soar, to fly upwards.
 Wrest, to force. Sore, a tender place.
 Right, just, true. Sow' er, one who sows.
 Rite, ceremony. Sole, bottom of the foot.
 Write, to form letters. Soul, the spirit.
 Wright, a workman. Sum, the whole.
 Ring, to sound. Some, a part.
 Wring, to twist. Sun, the fountain of light.
 Road, the highway. Son, a male child.
 Rode, did ride. Sord, turf
 Ruff, a neckcloth. Sword, a weapon.
 Rough, not smooth. Stare, to look earnestly.
 Rung, sounded. Stair, a step.
 Wrung, twisted. Stake, a piece of wood.
 Rye, a sort of grain. Steak, a slice of meat.
 Wry, crooked. Steal, to take by theft.
 Sail, of a ship. Steel, hard metal.
 Sale, the act of selling. Stile, a set of steps.
 Scene, part of a play. Style, manner of writing.
 Seen, beheld. Straight, not crooked.
 Seine, a fish net. Straît, a narrow pass.
 Sea, the ocean. Tacks, small nails.
 See, to behold. Tax, a rate.
 Scam, two edges joined. Tare, weight allowed.
 Scem, to appear. Tear, to rend.

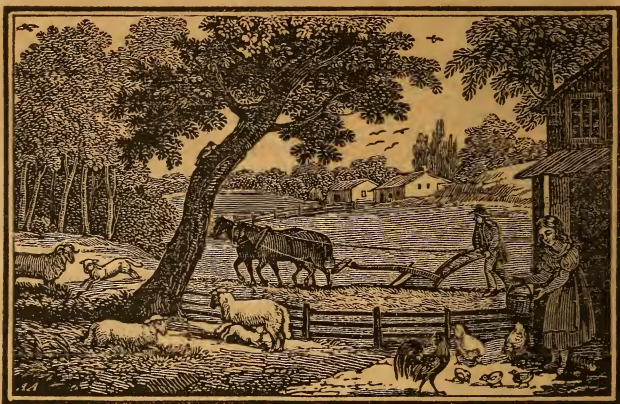
Vale, a valley.
Veil, a covering.
Vain, useless.
Vein, a blood vessel.
Ware, merchandise.

Wear, to consume.
Weak, feeble.
Week seven days.
Wood, timber.
Would, was willing.

SECTION LXXIV.

Description of the Four Seasons.

SPRING.



The spring months are March, April, and May. Now the gentle gales begin to blow, and soft descending showers moisten the earth.

The ground is covered with young verdant flowers: the trees put forth green buds, and deck themselves with blossoms. All nature is beautified with bloom, and perfumed with fragrant odours.

The birds fill every grove with the sweet melody of their notes: they join in pairs to build their little nests, which naughty boys often destroy.

The careful farmer now ploughs his fields, casts his grain into the earth, and waits for harvest.

The tender lambs are playing about on the green grass, among the sweet flowers: the cuckoo sings, and universal nature seems to rejoice.

SUMMER.



The summer months are June, July and August ; when the sun darts his heating rays with greater force on the earth, and lengthens out the day.

The flocks and herds unable to endure the scorching heat, retire beneath the shade of some large spreading tree.

Early in the morning, the industrious farmer walking forth with his scythe in his hand, goes into the meadow, and with a sweeping stroke cuts down the grass.

The cheerful hay-makers with fork and rake soon follow. They toss, and turn, and spread the new-mown hay, and raise it into stacks.

But behold ! the face of heaven is overcast ! black clouds arise, hoarse thunder at a distance first is heard, and soon the glaring flash, and loud amazing claps burst over their heads ; while from the teeming clouds the sudden shower with violence descends.

But soon the shower is passed, and it is very pleasant again. How sweet the flowers smell ! the trees, the hedges, and the grass, look fresh and green.

How beautiful are the fields of wheat ! The yellow harvest tempts the reaper's sickle, and the careful farmer fills his spacious barn with various sorts of grain.

AUTUMN OR FALL.



The Autumnal months are September, October, and November. The mellow orchards now afford their various fruits, such as apple, peach, pear, quince, and fig.

Now the grape vines are loaded with delicious fruit, and the juicy grapes hang in clusters upon the branches.

Now the verdure of the plants decay ; the leaves of the forest are nipped with frost ; they turn red and yellow, and present a beautiful variety of shades to charm the eye.

The sanguine sportsmen now traverse the fields and groves, with various instruments of death. The wide spreading net entangles the fluttering covey, while the fatal gun brings down the frightened partridge, plover, or fine plumed pheasant.

But hark ! the cry of hounds, and the voice of huntsmen strike the ear ; and see ! the bounding deer flies over the forest.

Now in the tangling woods, the boys with eagerness pull down the clustering nuts.

Now the laborious bees are robbed of their winter stock of honey, and cruelly murdered.

But lo ! the rising mists at morn and evening, the chilling breeze, the falling leaves, and the decayed herbage, declare the approach of a more dreary season.

WINTER.



The winter months are December, January and February. Now the trees are all divested of their leaves.

No birds fill the air with their sweet music ; no verdure clothes the plain, for the earth is covered with snow.

The winds blow cold, storms arise, and the faint dim sun is scarcely seen or felt.

The fur and wool supply warmth to the human race ; or round the cheerful fire they sit, and talk, and laugh, and sing, while through the long dark night the north wind blows, and the tempest roars.

The powers of nature seem bound up or dead. The waters all congealed to ice, admit the crowds of sliding boys, or bolder youth with skates beneath their feet, who swiftly skim around the level surface.

The careful farmer feeds his flocks and herds with hay ; and the thrasher in his barn, from morn to night, pursues the flail's laborious task.

In Winter how white is the snow !

While boys on the ice are at play :

In Spring the green herbage will grow,

With all the sweet flowers of May.

What charms does the Summer unfold !

While hay-makers breathe the sweet air :

And Autumn brings treasures of gold,

The apple, the peach, and the pear.

SECTION LXXV.

The following words are somewhat similar in sound, and are often improperly pronounced alike.

- | | |
|-----------------------------|-------------------------------|
| A' bel, a man's name. | Due, owed. |
| A' ble, having power. | Do, to act. |
| Ac cept', to receive. | De cease', to die. |
| Ex cept', to leave out. | Dis ease', sickness. |
| Ac cess', an approach. | Dome, a building. |
| Ex cess', superfluity. | Doom, to sentence. |
| Acts, deeds. | Does, doth. |
| Axe, to cut with. | Doze, to slumber. |
| Ask, to request. | Dust, fine dry dirt. |
| Af fect', to move. | Durst, dared. |
| Ef fect', to bring to pass. | E merge', to rise. |
| Ar' rant, bad. | Im merge' to put under water. |
| Er' rand, a message. | Em' i nent, exalted. |
| Er' rant, wandering. | Im' mi nent, threatening. |
| Ba' con, smoked pork. | Ex' tant, now in being. |
| Bea' con, a light-house. | Ex tent', utmost limits. |
| Bal' lad, a song. | File, an instrument. |
| Bal' lot, a vote. | Foil, to overcome. |
| Bar' on, a title of honour. | Harsh, rough, severe. |
| Bar' ren, unfruitful. | Hash, to mince. |
| Bri' dal, nuptial. | Ha' ven, a harbour. |
| Bri' dle, for a horse. | Heav' en, the region above. |
| Bust, an image. | I dle, lazy. |
| Burst, to break suddenly. | I dol, an image. |
| Cents plural of cent. | Isle, [ile] an island. |
| Sense, sensation. | Oil, grease, fat. |
| Since, after. [time.] | Jest, a joke. |
| Chron' i cal, relating to | Just, right, honest. |
| Chron' i cle, a history. | Lick' er ish, nice, delicate. |
| Coat, a garment. | Lic' or ice, a sweet root. |
| Quote, to cite. | Loam, a kind of earth. |
| Con' cert, of music. | Loom, a weaver's machine. |
| Con' sort, a companion. | Line, a string. |
| Cork, to cork bottles. | Loin, the reins. |
| Calk, to calk vessels. | Marsh, wet ground. |
| Coun' cil, an assembly. | Mash, to bruise. |
| Coun' sel, advice. | Mesh, of a net. |
| De scent', a going down. | Mild, kind, tender. |
| Dis sent', disagreement. | Mile, eight furlongs. |

Mind, intelligent power.	Wreck, ruin, shipwreck.
Mine, belonging to me.	Rad' ish, a garden root.
Mole, a small animal.	Red' dish, somewhat red.
Mould, to shape.	Re' al, true, genuine.
News, tidings.	Roy' al, kingly.
Noose, a running knot.	Sal' a ry, stated hire.
Of, [ov] concerning.	Cel' e ry, a species of parsley.
Off, at a distance.	Sects, parties in religion.
Or' der, method.	Sex, male or female.
Or' dure, filth.	Star' ling, a bird.
Pal' ate, of the mouth	Ster' ling, English money.
Pal' let, a small bed.	Tile, earthen shingles.
Pa' tron, a benefactor.	Toil, to labour.
Pat' tern, a specimen.	Track, a mark left.
Pies, a kind of food.	Tract, a country.
Poise, to balance.	Un do', to take to pieces.
Pint, half a quart.	Un due', not due.
Point, a stop.	Which, this or that. [lawful arts
Pop' u lace, the people.	Witch, a woman given to un-
Pop' u lous, full of people.	Wan' der, to ramble abroad.
Prin' ci pal, chief.	Won' der, admiration.
Prin' ci ple, first cause.	Yarn, spun wool. [passion.
Rack, to torture.	Yearn, to be moved with com-

ODE TO CHILDHOOD.

Childhood, happiest stage of life !
 Free from care and free from strife ;
 Time, when all that meets the view,
 All can charm, for all is new :
 How thy long lost hours I mourn,
 Never, never to return.

Then to toss the circling ball,
 Caught rebounding from the wall ;
 Then the mimic ship to guide
 Down the kennel's dirty tide ;
 Then the hoop's revolving pace
 Through the dusty street to chase—
 O what joy !—it once was mine,
 Childhood, matchless boon of thine ;
 How thy long-lost hours I mourn,
 Never, never to return.

SECTION LXXVI.

A Walk in the Fields.



Here is the picture of Henry, and Lucy, and William, and little Mary, who, in company with their father, are taking a walk in the fields among the beautiful wild flowers.

The father is talking to them about the trees, the grass, the flowers, and many other things ; and telling them a great deal which they did not know : hear what he is saying to them.

The fir-tree grows on the high mountain, and the gray willow bends itself over the stream. The thistle is armed with sharp prickles ; the mallows is soft and woolly.

The hop lays hold with her tendrils, and clasps the tall pole ; the oak has a firm root in the ground, and resists the winter storm.

The daisy enamels the meadows, and grows beneath the foot of the passenger ; the tulip requires a rich soil, and the careful hand of the gardener.

The iris and the reed spring up in the marsh ; the rich grass covers the meadows ; and the purple heath-flower enlivens the waste ground.

The water-lillies grow beneath the stream, and their broad leaves float on the water : the wall flower takes

root among the hard stones, and spreads its fragrance among broken ruins.

Every leaf is of a different form ; every plant is a separate inhabitant.

Look at the thorns that are white with blossoms, and the flowers that cover the fields, and the plants that are trodden in the green path.

The hand of man hath not planted them ; the sower hath not scattered the seeds from his hands, nor the gardener digged a place for them with his spade.

Some grow on steep rocks where no man can climb ; some grow in bogs, and deep mires ; and others on desert islands ; they spring up every where, and cover the bosom of the whole earth.

Who causes them to grow every where, and blows the seeds about in the wind, and mixes them with the earth, and waters them with soft rains, and cherishes them with dews ?

Who fans them with the pure breath of heaven, and gives them colours and smells, and spreads out their thin transparent leaves ?

How does the rose draw its crimson from the dark brown earth ; or the lily its shining white ? How can a small seed contain a plant ? How does every plant know its proper season to put forth ?

They are all marshalled in order ; each one knows his place, and stands up in his own rank.

When the spring comes, the snowdrop and primrose shoot forth ; the carnation waits for the full strength of the year ; and the hardy evergreen cheers the winter months.

Every plant produces its like. An ear of corn will not grow from an acorn, nor will a grape-stone produce cherries ; but every one springs from its proper seed.

Who preserves them alive through the cold winter, when the snow is on the ground, and the sharp white frost bites on the plain ?

Who saves a small seed, and a little warmth in the bosom of the earth, and causes it to spring up afresh, and sap to rise through the hard fibres ?

It is God the Creator of the world that does all these things. These are but a small part of his works, and a little portion of his wonders.

SECTION LXXVII.



The Blind Soldier.

Charles, do you see that poor blind man at the door? Yes, mother, who is it? It is poor old Simon: he is an old soldier: he became lame and blind in the service of his country. The little boy you see with him, leads him from door to door.

How sorry I am! said Emma.—You once said, mother, we ought to be kind to old soldiers and sailors, because they fight to protect us. So I did, my dear Emma; and poor old Simon, I am sure, deserves our kindness.

Mother, said Charles, shall I give him my pennies? and shall I give him my cake? said Emma; and I will give him mine too, said little Samuel.

Well, my dear children, I will not restrain your gifts; but Simon will like something more: we will give him some bread, and meat, and cheese, to carry home for his poor wife.

Mother, Simon is now going—See! he goes off so pleased! and yet I saw the tears run down his cheeks when we gave him the provision; and he said, “May Heaven reward you for your kindness.”

Very likely, my dear, they were tears of thanks and gratitude.

SECTION LXXVIII.

A Catalogue of all the Proper Names contained in the New Testament; pronounced according to Walker's Rules for the pronunciation of Scripture Proper Names.

The same rules to be observed in the pronunciation of the following words, as in those taken from the Dictionary.

In the following words, *th* has its sharp sound, and *c* before *h* has the sound of *k*, unless otherwise defined.

1	1	1	1	1
Cain	Ca naan	Jo nan	O see	Si nai
Christ	Ce dron	Jo nas	Pa phos	Si na
Crete	Ce phas	Jo ram	Pe ter	Si on
Eve	Ce sar	Jo rim	Pha lec	Sta chys
Greece	Chi os	Jo se	Pha raoh	Ste phen
Greek	Chlo e	Jo seph	Pha res	Sy char
James	Chu za	Jo ses	Phe be	Sy chem
Jew	Cni dus	Ju da	Phle gon	Tha mar
Job	Co os	Ju dah	Pi late	Tha ra
Jude	Co re	Ju das	Pu dens	Theu das
Luke	Co sam	La mech	Ra ca	Ti mon
Medes	Cy prus	Le vi	Ra chab	Ti tus
Rhodes	Da vid	Le vites	Ra chel†	Tro as
Spain	De mas	Li nus	Ra gan	Za ra
Tyre	E gypt	Lo is	Ra hab	Ze nas
Aa ron	E noch	Lu cas	Ra ma	A bra ham
A bel	E non	Ma ath	Rhe sa	A dri a
A chaz	E nos	Ma gog	Rho da	A si a §
A chim	E sau	Ma ry	Ro mans	Ec li al
A gar	Fe lix	Me nan	Ru fus	Cai a phas
A mon	Fo rum	Mo loch	Sa doc	Cle o phas
A mos	Ga ius*	Mo ses	Sa la	Cre ti ans ¶
A ram	Ga za	Ny ra	Sa lem	E lam ites
A sa	He ber	Na chor	Sa lim	E phra im
A ser	He brews	Na in	Sa mos	Eu ty chus
A zor	He li	Na than	Sa ra or	Ga bri el
Ba al	I saac	Na um	Sa rah	Ja i rus
Ba laam	Ja cob	Ne ri	Sa ron	Jo a tham
Ba lak	Ja red	Ne ro	Sa ruch	Ju li a
Ba rak	Ja son	Ni ger†	Sce va	Ju li us
Bo oz	Je sus	No ah	Si don	Ju ni a
Bo sor	Jo el	No e	Si las	Ju pi ter
Ca na	Jo na	O bed	Si mon	Lu ci us **

* *i* like *y*. † *g* hard. ‡ *ch* like *tsh*. || *Sta'* kees. § *si* like *zhe*. ¶ *ti* like *she*. ** *ci* like *she*.

1	2	2	2
Ma di an	Lys tra	Ep a phras	Scyth i ans
Mi cha el	Mal chus	Eph e sus	Sem e i
Na a man	Mat than	Eph pha tha	Ser gi us
Ne ri us	Mat that	Gab ba tha	Sil o am
Rhe gi um	Mat thew	Gal i lee	Sim e on
2	Mel chi	Gal li o	Steph a nas
Cis	Nag ge*	Gid e on*	Syn ty che
Er	Nym phas	Is ra el	Syr a cuse
Gad	Pat mos	Is sa char	Syr i a
Sem	Per ga	It a ly	Syr i ans
Seth	Per sis	Jeph tha e	Tab i tha
Ab ba	Phil ip	Jer e my	Ter ti us**
Ad am	Pris ca	Jer i cho	Tim o thy
Ad di	Rem phan	Jez a bel	Tych i cus
An drew	Sal mon	Laz a rus	Ur ba ne
An na	Sam son	Lyb i a	Zab u lon
An nas	Smyr na †	Ly ci a	Zeb e dee
As sos	Ag a bus	Lyd i a	Is ra el ites
Ath ens	Am pli as	Lys i as	3
Blas tus	An ti och	Mag da la	Paul
Cas tor	An ti pas	Man a en	Saul
Char ran	Ap phi a ‡	Mat ta tha	Clau da
Clem ent	Ap pi i	Mel i ta	Cor ban
Cres cens	Aq ui la	Mid i an	Dor cas
Cris pus	Bab y lon	Mys i a	Jor dan
Der be	Ben ja min	Naz a reth	Pau lus
Em mor	Beth a ny	Neph tha lim	Quar tus
Es li	Beth le hem	Nic o las	Clau di a
Es rom	Beth pha ge	Nin e veh	Clau di us
Fes tus	Cal va ry	Nin e vites	4
Her mas	Can aan ites	Pat a ra	Mark
Her mes	Can da ce	Pat ro bas	Car pus
Her od	Cen chre a	Per ga mos	Mar cus
Jam bres	Dam a ris	Phar i sees	Mar tha
Jan na	Dan i el	Phryg i a	Sar dis
Jan nes	Did y mus	Pub li us	Tar sus
Jes se	Em ma us	Sad du cees	Ar te mas
Jus tus	El mo dam	Sal a mis	Bar na bas
Lyd da	El y mas	Sam u el	Bar sa bas

* g hard. † Smer' na. ‡ Af' e a. || Lish' e a. ** ti like she.

4	1	1	2
Par me nas	Di a na	Cor ne li us	Dru sil la
Par thi ans	E li as	Cy re ni ans	E ras tus
5	E li ud	Cy re ni us	Jo an na
Gog	E ne as	Dal ma ti a*	Ma nas ses
John	Eu bu lus	De me tri us	Na as son
Lot	Eu ni ce	E li a kim	Nar cis sus
Cor inth	Eu phra tes	E phe si ans †	Phi lip pi
Jop pa	Jo si as	E sa i as	Phy gel lus
Ol ives	Ju de a	Eu o di as	Pris cil la
Pol lux	La se a	Ga la ti a*	Re bec ca
Pon tus	Leb be us	Ga la ti ans*	Sa rep ta
Sod om	Mat thi as	Ga ma li el	Se cun dus
Thom as	Me le a	He ro di ans	Su san na
Gol go tha	Mi le tum	He ro di as	Ter tul lus
Jos a phat	Mi le tus	I co ni um	Ty ran nus
Ol i vet	Ni ca nor	Je ru sa lem	A cel da ma
Pon ti us	O zi as	Ly sa ni as	A min a dab
Proch o rus	Pha nu el	Ma le le el	Am phip o lis
Sod o ma	Phe ni ce	Ma thu sa la	A syn cri tus
Sol o mon	Phi le mon	Mer cu ri us	Be el ze bub
Sop a ter	Phi le tus	Pi si di a	Beth ab a ra
Sos the nes	Rab bo ni	Pre to ri um	Bi thyn i a
Troph i mus	Ro bo am	Pu te o li	Ca per na um
6	1	Sa la thi el	Ci li ci a ‡
Rome or Rome	Sal mo ne	Sa ma ri a	Co rin thi ans
Ruth or Ruth	Sa lo me	Sel eu ci a ‡	De cap o lis
1	Sap phi ra	Ti be ri as	E lis a beth
A bi a	Sil va nus	Ti be ri us	E man u el
A bi ud	Thad de us	Ti mo the us	E pen e tus
Al phe us	Ti me us	2	Ge nes a reth
Ar e tas	Try phe ne	A bad don	Gen nes a ret
A zo tus	Try pho sa	A grip pa	Geth sem a ne §
Bar je sus	U ri as	A pel les	Il lyr i cum
Bar jo na	Zac che us	Ar chip pus	Is car i ot
Be re a	Ze lo tes	Ar phax ad	Mel chis e dec
Ber ni ce	A bi a thar	Au gus tus	Na than i el
Ca i nan	A cha i cus	Ba rab bas	Ne ap o lis
Chal de ans	Ar a bi a	Beth es da	O nes i mus
Cho ra zin	Ar a bi ans	Co rin thus	Pam phyl i a
Cy re ne	A the ni ans	Da mas cus	Phe ni ci a ‡
	Beth sa i da		

* ti like she. † si like zhe. ‡ ci like she. § g hard.

2
Phil lip pi ans
Sa mar i tans
So sip a ter
Tro gyl li um

5
A pol los
A poll yon
Co los se
Go mor rah
Bar thol o mew
Co los si ans *
Di ot re phes
Her mog e nes
Ni cop o lis
Phi lol o gus
The oph i lus
Zo rob ab el

1
Dam a scenes
Gad a renes
Ger ge senes †
Naz a renes
Ab i le ne
An a ni as
An dro ni cus
Ar che la us
At ta li a
Bar a cha is

1
Bar ti me us
Ces a re a
Dal ma nu tha
E le a zar
E li e zer
El i se us
Ez e ki as
For tu na tus
Gal i le ans
Hy men e us
Id u me a
I: u re a
Jec o ni ah
Jer e mi as
Mag da le ne
Mat ta thi as
Myt e le ne
Nic o de mus
Ptol e ma is
Thy a ti ra
Trach o ni tis
Zach a ri as
Ap ol lo ni a
Cap pa do ci a ‡
E thi o pi a
E thi o pi ans
Lyc a o ni a
Mac e do ni a ||

1
Mac e do ni ans ||
Nic o la i tans
Sam o thra ci a ‡
Thes sa lo ni ans

2
Al ex an der
Ar ma ged don †
Bo a ner ges
Ad ra myt ti um
Al ex an dri a
Al ex an dri ans
Dy o nys i us §
On e siph o rus
Phil a del phi a

5
A re op a gite †
A re op a gus

1
Ar i ma the a
Ar is to bu lus
E paph ro di tus
La od i ce a
La od i ce ans
Pa ca ti a na
Tal i tha cu mi
Thes sa lo ni ca
Mes o po ta mi a
2
Sy ro phe ni ci ans ‡

Select Sentences.

When we are told of a fault, we should always try to avoid it afterwards.

We should be kind to all persons, even to those who are unkind to us.

A kind action gives pleasure both to ourselves, and those to whom we are kind.

Never insult the poor: poverty entitles a man to pity rather than insult.

A man of virtue is an honour to his country, a glory to humanity, a satisfaction to himself, and a benefactor to the world.

* Co lo sh' e anz. † g's hard. ‡ ci like she. || c like s. § Di o nish' e us.

SECTION LXXIX.



The Ox, the Cow, and the Calf.

Here is the picture of an ox, a cow, and a calf. Oxen are large, strong animals; they submit to the yoke, plough the fields, and draw the cart; and are very useful to man.

But cows may be considered the most useful of all animals. They give us milk, which is excellent food; and of which we make butter and cheese.

The flesh of oxen and cows, is called beef. Their skins are made into leather, of which boots and shoes are made. Their tallow is made into candles. Their bones are used to make handles for tooth-brushes, nail-brushes, and also for making buttons.

Of their horns, combs, buttons, and many other things are made. Their blood is sometimes used for purifying sugar; and their hair is mixed with lime and sand to make mortar for plastering.

The young animal is called a calf: its flesh is called veal. Leather is made of the skin, which is used for making shoes, and covering books.

SECTION LXXX.

*The Horse.*

The horse is a noble and useful animal. He can walk, trot, or run, and at the same time carry a man on his back. The rider governs him by signs which he makes with the bit, his foot, or the whip.

Horses are sometimes used for drawing wagons, and carts ; sometimes for drawing coaches ; sometimes for ploughing the fields ; sometimes for running, or hunting ; and sometimes they are used in war.

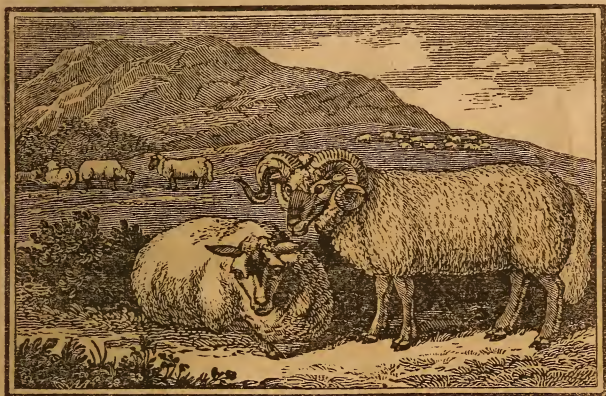
A horse knows his own stable, he distinguishes his companions, remembers any place at which he has once stopped, and will find his way by a road which he has travelled.

There is a great difference in horses, both in size and beauty ; both in strength and fleetness. The most beautiful horses in the world, it is said, are found in Arabia.

In some parts of the world, horses run wild, and are found in droves of several hundred together. They run very fast, and defend themselves from other animals, either by biting, kicking, or striking with their forefeet.

A colt is a young horse, and is very fond of play.

SECTION LXXXI.

*Sheep and Lambs.*

Here is the picture of some fine sheep, and some beautiful little lambs ; see how they skip and play about on the green grass ! The sheep is a very useful animal, and is found in almost all parts of the world.

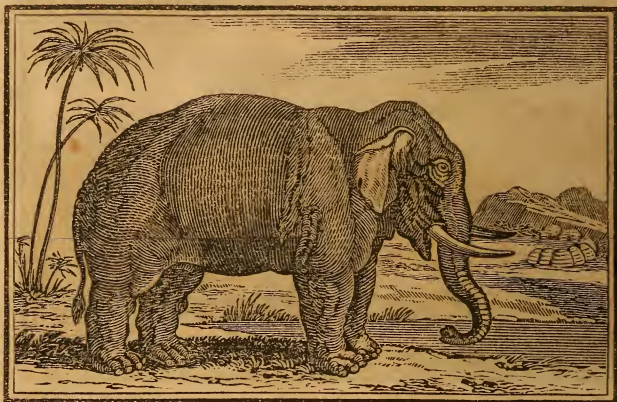
The flesh of the sheep is very good food ; it is called mutton. The sheep furnishes us with wool, from which our warm clothes are made : and the skin is used for covering books.

Sheep are timid animals, and derive their safety from the care of man ; and they well repay him for his attention. In some countries they require the attendance of shepherds, and are penned up at night to protect them from the wolves.

Wolves are very much like dogs in their appearance, but they are wild ; and when they are hungry, will kill sheep and lambs, and eat them. There are but few wolves in this country, for men take great pains to kill them.

Men at all times, and in almost all countries have taken much care of sheep. Sheep and shepherds are often mentioned in the bible.

SECTION LXXXII.

The Elephant.

Here we have the picture of an elephant ; which is the largest and strongest of all quadrupeds. In its wild state, it is neither fierce nor mischievous ; but mild and brave : it exerts its powers only in its own defence, or in that of the company to which it belongs.

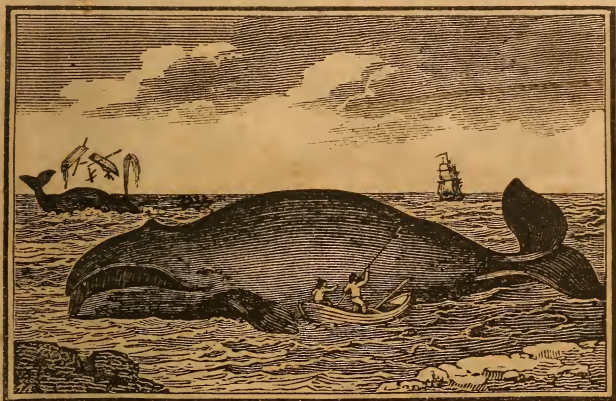
The elephant has a rough skin, of a dark colour, with but little hair upon it. He has small eyes, but they are bright and penetrating. His great ears are flat ; and he sometimes moves them like a fan, to drive away dust and insects from his eyes.

His legs are suited to the size of his body, being strong and massy. The trunk or proboscis is composed of muscles entirely at the will of the animal. He can move or bend it, lengthen, contract, or twist it in any direction.

The end of the trunk is formed in such a manner, that he can pick up a small piece of money with it, untie knots, open and shut gates, and draw corks from bottles. With his trunk he gathers his food, puts it into his mouth, and draws up water to quench his thirst.

When the elephant is once tamed, it is the most gentle and obedient of all animals. Its attachment to its keeper is remarkable, and it seems to live but to serve and obey him. It delights in music, and is much pleased with the sound of a trumpet and drum. Elephants live more than one hundred years.

SECTION LXXXIII.

*The Whale.*

The whale is the largest of all animals that have yet been discovered. The length of a full grown whale, may be stated as varying from fifty to one hundred feet.

The head of the whale is very large in proportion to the size of the body : its eyes are very small, being little larger than those of an ox, and situated on each side of the head. Its tail is its principal weapon, with which he can upset a boat, or dash it in pieces.

Immediately beneath the skin lies the blubber or fat, which is from eight to twenty inches thick. It is for this and the whalebone that this animal is deemed so valuable ; and for which it is so much sought for by whale-fishers.

A large whale yields more than one hundred barrels of oil, and a ton and a half of whalebone. The flesh of the whale is sometimes eaten by the inhabitants that live along the coasts where they are taken.

There seems to be an analogy between the whale and the elephant ; for both are the strongest and largest animals in their respective elements, which are never to be dreaded, unless injured or provoked.

SECTION LXXXIV.

Insects.

Here we have the picture of a variety of insects : how pleasing on a fine summer's day to see these curious little creatures on the wing ! We meet with them every where in our walks, and in our houses.

There are but very few insects that can hurt us. Some of them have stings, but they are not disposed to use them, unless we hurt or disturb them.

Insects are the food of a great many birds. Birds are useful to us ; therefore, insects, which supply so many birds with food, must be useful also.

The little ants are the food of many creatures, and Providence has ordained that they should be a most numerous tribe of insects.

Some insects are of very great use to man. The honey-bee furnishes us with honey, and wax ; and the silk-worm spins our silk.

Some insects, when they become very numerous, do great injury : they sometimes destroy vegetation, and the fruits of the earth.

But it is more agreeable to consider them as a beautiful and curious part of the creation, furnishing an inexhaustible source of rational amusement ; and proclaiming the wisdom of the Creator, as clearly, as the largest elephant that ranges the forest, or the most huge whale that ploughs the ocean.

SECTION LXXXV.

Rules and Examples for spelling Derivative Words.

When the termination *ed* is preceded by *t* or *d*, it always forms an additional syllable; but when preceded by any other letter, the *e* is generally silent, and the *d* added to the foregoing syllable, or the sound of *d* changed to *t*, which is added to the foregoing syllable: thus, *print-ed*, *loved*, *mixed*, are pronounced *prin'-ed* *lovd*, *mixt*, &c.*

The following Rules and Examples, which were first published by the author in 1831, are given in this place, for the purpose of teaching more extensively the *orthography of derivative words*. Those inserted under the following rules, are not generally to be found in dictionaries, and are often spelled improperly; and that too by those who are experienced in writing. We often see the plural of *chimney* spelled *chimnies*, instead of *chimneys*; *monies*, instead of *moneys*; *attornies*, instead of *attorneys*. We sometimes see the derivatives of such words as *emit*, spelled *emiting*, *emited*, instead of *emitting*, *emitted*; *abhorring*, *abhored*, instead of *abhorring*, *abhorred*. Sometimes from *limit*, we see the derivatives written *limitting*, *limitted*, instead of *limiting*, *limited*; from *ballot*, *ballotting*, *ballotted*, instead of *balloting*, *balloted*, &c. But if proper attention is paid to the following rules and examples, the learner will readily acquire a correct knowledge of them, which will serve as a complete guide to the spelling of derivative words throughout the language; and correct many of the gross irregularities so common among writers.

RULE I.

Monosyllables, and words accented on the last syllable, ending with a single consonant, preceded by a single vowel, *double* the final consonant when they assume another syllable beginning with a vowel.†

EXAMPLES.

2	2	2	5	5	5
Bed	bed-ding	bed-ded	blot	blot-ting	blot-ted
blur	blur-ring	blurred	chop	chop-ping	chopped
chat	chat-ting	chat-ted	crop	crop-ping	cropped
dun	dun-ning	dunned	dot	dot-ting	dot-ted
hem	hem-ming	hemmed	hop	hop-ping	hopped
mud	mud-ding	mud-ded	rob	rob-bing	robbed
rap	rap-ping	rapped			
tip	tip-ping	tipped	2	2	2
wed	wed-ding	wed-ded	an-nul	an-nul-ling	an-nulled
wrap	wrap-ping	wrapped	con-cur	con-cur-ring	con-curred
			o-mit	o-mit-ting	o-mit-ted

* Scripture language, and adjectives not derived from verbs, as *naked*, *wicked*, are exceptions.

† When an additional syllable changes the original accent, the final consonant is not doubled.

2	2	2	2	2	2
out-wit	out-wit-ting	out-wit-ted	un-ship	un-ship-ping	un-shipped
re-fit	re-fit-ting	re-fit-ted	5	5	5
re-gret	re-gret-ting	re-gret-ted	al-lot	al-lot-ting	al-lot-ted
re-mit	re-mit-ting	re-mit-ted	be-sot	be-sot-ting	be-sot-ted
tre-pan	tre-pan-ning	tre-panned	be-spot	be-spot-ting	be-spot-ted
un-fit	un-fit-ting	un-fit-ted	un-clog	un-clog-ging	un-clogged
un-pin	un-pin-ning	un-pinned	un-stop	un-stop-ping	un-stopped

Exception.—When the primitive ends in *x*, the final consonant is not doubled in forming derivatives.

EXAMPLE.

2	2	2	2	2	2
Fix	fix-ing	fixed	an-nex	an-nex-ing	an-nexed
tax	tax-ing	taxed	per-plex	per-plex-ing	per-plexed
vex	vex-ing	vexed	pre-fix	pre-fix-ing	pre-fixed

RULE II.

Words ending with a single consonant preceded by a diphthong, *do not double* the final consonant when they assume another syllable.

EXAMPLE.

1	1	1	oi	oi	oi
Aid	aid-ing	aid-ed	broil	broil-ing	broiled
aim	aim-ing	aimed	foil	foil-ing	foiled
bait	bait-ing	bait-ed	toil	toil-ing	toiled
bloat	bloat-ing	bloat-ed	ou	ou	ou
cheer	cheer-ing	cheered	loud	loud-er	loud-est
fail	fail-ing	failed	proud	proud-er	proud-est
rain	rain-ing	rained	sour	sour-er	sour-est
roam	roam-ing	roamed	1	1	1
train	train-ing	trained	be-wail	be-wail-ing	be-wailed
wail	wail-ing	wailed	con-geal	con-geal-ing	con-gealed
dear	dear-er	dear-est	con-tain	con-tain-ing	con-tained
meek	meek-er	meek-est	pro-ceed	pro-ceed-ing	pro-ceed-ed
sweet	sweet-er	sweet-est	re-peat	re-peat-ing	re-peat-ed

RULE III.

Words ending with a consonant, preceded by another consonant, *do not double* the final letter when they take an additional syllable.

EXAMPLE.

2	2	2	2	2	5
Act	act-ing	act-ed	as-sist	as-sist-ing	as-sist-ed
blend	blend-ing	blend-ed	con-sent	con-sent-ing	con-sent-ed
churn	churn-ing	churned	con-tend	con-tend-ing	con-tend-ed
hunt	hunt-ing	hunt-ed	cor-rect	cor-rect-ing	con-rect-ed
hint	hint-ing	hint-ed	de-fend	de-fend-ing	de-fend-ed
jest	jest-ing	jest-ed	dis-turb	dis-turb-ing	dis-turbed
jump	jump-ing	jumped	en-list	en-list-ing	en-list-ed
land	land-ing	land-ed	ex-tend	ex-tend-ing	ex-tend-ed
lisp	lisp-ing	lisp-ed	in-sist	in-sist-ing	in-sist-ed
print	print-ing	print-ed	re-turn	re-turn-ing	re-turned
rest	rest-ing	rest-ed	un-pack	un-pack-ing	un-packed
test	test-ing	test-ed	u-surp	u-surp-ing	u-surped

RULE IV.

Words ending with a consonant, when the accent is on a preceeding syllable, *do not double* the final letter when they take another syllable.

EXAMPLE.

2	2	2	3	3	3
Bal-lot	bal-lot-ing	bal-lot-ed	Al-ter	al-ter-ing	al-tered
buf-fet	buf-fet-ing	buf-fet-ed	au-dit	au-dit-ing	au-dit-ed
mer-it	mer-it-ing	mer-it-ed	or-der	or-der-ing	or-dered
pil-fer	pil-fer-ing	pil-fered	5	5	5
quiv-er	quiv-er-ing	quiv-ered	fod-der	fod-der-ing	fod-dered
riv-et	riv-et-ing	riv-et-ed	pon-der	pon-der-ing	pon-dered
scat-ter	scat-ter-ing	scat-tered	prof-fer	prof-fer-ing	prof-ferred
suf-fer	suf-fer-ing	suf-ferred	prof-it	prof-it-ing	prof-it-ed
ut-ter	ut-ter-ing	ut-tered	2	2	2
vis-it	vis-it-ing	vis-it-ed	in-her-it	in-her-it-ing	in-her-it-ed

Exception.—When words of this class end with *l*, the *l* is doubled in the derivatives.*

EXAMPLE.

1	1	1	2	2	2
Du-el	du-el-ing	du-elled	grav-el	grav-el-ing	grav-elled
e-qual	e-qual-ing	e-qualified	lev-el	lev-el-ing	lev-elled
li-bel	li-bel-ing	li-belled	rav-el	rav-el-ing	rav-elled
ri-val	ri-val-ing	ri-valled	rev-el	rev-el-ing	rev-elled
2	2	2	sniv-el	sniv-el-ing	sniv-elled
bar-rel	bar-rel-ing	bar-relled	tin-sel	tin-sel-ing	tin-selled
can-cel	can-cel-ing	can-celled	trav-el	trav-el-ing	trav-elled
cav-il	cav-il-ing	cav-illed	tun-nel	tun-nel-ing	tun-nelled

RULE V.

When words ending in *y* preceded by a consonant, assume an additional termination beginning with a vowel, the *y* is changed into *i*; except when *ing* is added, in which case the *y* is retained, that *i* may not be doubled.

EXAMPLE.

1	1	1	2	2	2
Ho-ly	ho-li-er	ho-li-est	heav-y	heav-i-er	heav-i-est
la-zy	la-zi-er	la-zi-est	mer-ry	mer-ri-er	mer-ri-est
live-ly	live-li-er	live-li-est	mud-dy	mud-di-er	mud-di-est
de-i-fy	de-i-fy-ing	de-i-fied	ed-i-fy	ed-i-fy-ing	ed-i-fied
no-ti-fy	no-ti-fy-ing	no-ti-fied	jus-ti-fy	jus-ti-fy-ing	jus-ti-fied
pu-ri-fy	pu-ri-fy-ing	pu-ri-fied	sat-is-fy	sat-is-fy-ing	sat-is-fied
2	2	2	tes-ti-fy	tes-ti-fy-ing	tes-ti-fied
pit-y	pit-y-ing	pit-ied	8	8	8
ral-ly	ral-ly-ing	ral-ried	blood-y	blood-i-er	blood-i-est
stud-y	stud-y-ing	stud-ied	come-ly	come-li-er	come-li-est
hap-py	hap-pi-er	hap-pi-est	love-ly	love-li-er	love-li-est

* Some writers are of opinion that this exception ought not to be made, and that these words should be spelled with but one *l* according to the general rule.

2	2	2	2
but-ter-fly	but-ter-flies	a-cad-e-my	a-cad-e-mies
des-ti-ny	des-ti-nies	ca-lam-i-ty	ca-lam-i-ties
en-e-my	en-e-mies	fes-tiv-i-ty	fes-tiv-i-ties
his-to-ry	his-to-ries	in-dem-ni-ty	in-dem-ni-ties
lib-er-ty	lib-er-ties	so-lem-ni-ty	so-lem-ni-ties

RULE VI.

When a termination is added to a word ending with *y*, preceded by a vowel, the *y* is retained in the derivative.*

EXAMPLE.

1	1	1	9	9	9
Al-lay	al-lay-ing	al-layed	con-vey	con-vey-ing	con-veyed
ar-ray	ar-ray-ing	ar-rayed	pur-vey	pur-vey-ing	pur-veyed
be-tray	be-tray-ing	be-trayed	sur-vey	sur-vey-ing	sur-veyed
de-cay	de-cay-ing	de-cayed	o-bey	o-bey-ing	o-beyed
de-fray	de-fray-ing	de-frayed	oy	oy	oy
de-lay	de-lay-ing	de-layed	an-noy	an-noy-ing	an-noyed
dis-play	dis-play-ing	dis-played	de-destroy	de-destroy-ing	de-destroyed
1	1	2	2		
bay	bays	gal-ley	gal-leys		
clay	clays	jour-ney	jour-neys		
day	days	kid-ney	kid-neys		
2	2	val-ley	val-leys		
ab-bey	ab-beys	5	5		
al-ley	al-leys	vol-ley	vol-leys		
chim-ney	chim-neys	8	8		
en-voy	en-voys	mon-ey	mon-eys		

RULE VII.

Words ending with double letters, taking an additional syllable, generally preserve the letters double.

EXAMPLE.

1	1	1	2	2	2
gross	gross-er	gross-est	as-sess	as-sess-ing	as-sessed
2	2	2	ca-ress	ca-ress-ing	ca-ressed
bless	bless-ing	blessed	con-fess	con-fess-ing	con-fessed
dress	dress-ing	pressed	de-press	de-press-ing	de-pressed
guess	guess-ing	guessed	di-gress	di-gress-ing	di-gressed
kiss	kiss-ing	kissed	dis-cuss	dis-cuss-ing	dis-cussed
press	press-ing	pressed	dis-tress	dis-tress-ing	dis-tressed
puff	puff-ing	puffed	ex-press	ex-press-ing	ex-pressed
snuff	snuff-ing	snuffed	pro-fess	pro-fess-ing	pro-fessed
stiff	stiff-er	stiff-est	re-press	re-press-ing	re-pressed

Exception.—Some words ending with double *l*, and taking an additional syllable beginning with a consonant, omit one *l*; as, *skill*, *skillfull*, *skillfulness*.

* *Lay*, *pay* and *say*, from which are derived *laid*, *paid*, and *said*, are exceptions to this rule.

RULE VIII.

When *ing* is added to words ending with silent *e*, the *e* is omitted ; but in forming the perfect participle, the *e* is retained, and *d* only is added.

EXAMPLE.

1 Cease	1 ceas-ing	1 ceased	1 de-cide	1 de-ci-ding	1 de-ci-ded
praise	prais-ing	praised	de-face	de-fa-cing	de-faced
raise	rais-ing	raised	de-fine	de-fi-ning	de-fined
range	rang-ing	ranged	de-vise	de-vi-sing	de-vised
seize	seiz-ing	seized	de-vote	de-vo-ting	de-vo-ted
waste	wast-ing	wasted	di-vide	di-vi-ding	di-vi-ded
2	2	2	e-vade	e-va-ding	e-va-ded
bab-ble	bab-bling	bab-bled	ex-pire	ex-pi-ring	ex-pired
baf-fle	baf-fling	baf-fled	in-cite	in-ci-ting	in-ci-ted
coup-le	coup-ling	coup-led	pro-vide	pro-vi-ding	pro-vi-ded
crip-ple	crip-pling	crip-pled	re-fine	re-fi-ning	re-fined
daz-zle	daz-zling	daz-zled	re-fuse	re-fu-sing	re-fused
han-dle	han-dling	han-dled	re-fute	re-fu-ting	re-fu-ted

RULE IX.

Primitive words ending with a diphthong, preserve both vowels in forming their derivatives.

EXAMPLE.

1 Crow	1 crow-ing	1 crowed	5 bor-row	5 bor-row-ing	5 bor-rowed
flow	flow-ing	flowed	hol-low	hol-low-ing	hol-lowed
glow	glow-ing	glowed	1 re-new	1 re-new-ing	1 re-newed
grow	grow-ing	grew	re-view	re-view-ing	re-viewed
2	2	2	ow	ow	ow
bel-low	bel-low-ing	bel-lowed	al-low	al-low-ing	al-lowed
bur-row	bur-row-ing	bur-rowed	a-vow	a-vow-ing	a-vowed
har-row	har-row-ing	har-rowed	en-dow	en-dow-ing	en-dowed
mel-low	mel-low-ing	mel-lowed			

Exception.—When *ing* is added to words ending with *ie*, the final *e* is omitted, and *i* changed to *y* ; but in forming the perfect participle, the *e* is retained, and *d* only is added.

EXAMPLE.

1 Die	1 dy-ing	1 died	1 tie	1 ty-ing	1 tied
lie	ly-ing	lied	vie	vy-ing	vied

RULE X.

Derivative words, forming the plural number of nouns, are generally formed by adding *s* or *es* to the singular.

EXAMPLE.

1 Cake	1 cakes	1 door	1 doors	1 heap	1 heaps
chain	chains	floor	floors	name	names

1	1	2	2	2	2
side	sides	bridge	bridg-es	church	church-es
slave	slaves	dunce	dun-ces	dress	dress-es
year	years	fence	fen-ces	press	press-es
grace	gra-ces	judge	judg-es	sash	sash-es
fleece	flee-ces	purse	pur-ses	stitch	stitch-es
force	for-ces	quince	quin-ces	wish	wish-es
niece	nie-ces	wedge	wedg-es	witch	witch-es

Exceptions.—The principal nouns, the plurals of which are not formed by the foregoing rules, are comprised in the following list.

Beau	beaux	life	lives	thief	thieves
calf	calves	louse	lice	tooth	teeth
child	chil-dren	mouse	mice	wife	wives
foot	feet	ox	ox-en	broth-er	broth-ers
knife	knives	sheaf	sheaves	pen-knife	pen-knives
leaf	leaves	shelf	shelves		
loaf	loaves	staff	staves	pen-ny	pence

SECTION LXXXV.

Examples of Prefixes and Suffixes.

The rules for *spelling* derivative words, given in the preceding section, apply to those contained in this section likewise; and to all others in the language. The examples here given, are, to show the various changes produced in the *meaning* of words, by prefixing or adding other syllables to them. The learner must remember that the same modifications apply, not only to those inserted in each example here, but to all similar words in the language.

A *prefix*, is one or more syllables *prefixed* to a word, to vary its signification: as, *appear*, to be in sight; *dis-appear*, to vanish; *re-appear*, to appear again.

A *suffix*, is one or more syllables *added* to a word, to vary its signification: as, *joy*, gladness; *joy-ful*, full of joy; *joy-ful-ness*, state of being joyful.

EXAMPLE I.

Words formed by prefixing *dis*, and *re*.

Dis, prefixed to words, signifies *privation*, *disunion*; and sometimes *negation*.

Re, means *back*, *again*, or *repetition*.

Ap pear	dis-ap pear	re-ap pear
to be in sight.	to vanish.	to appear again.
Ap point	dis-ap point	re-ap point
to fix, establish.	to defeat, balk.	to appoint again.
Com pose	dis-com pose	re-com pose
to form; to quiet.	to disorder; disturb.	to form, or quiet anew.
In ter	dis-in ter	re-in ter
to bury.	to take out of a grave.	to bury again.

Em bark <i>to enter on shipboard.</i>	dis-em bark <i>to go on shore.</i>	re-em bark <i>to embark again.</i>
En gage <i>to enlist ; to bind.</i>	dis-en gage <i>to separate ; to free.</i>	re-en gage <i>to engage again.</i>
Pos sess <i>to have as an owner.</i>	dis-pos sess <i>to put out of possession.</i>	re-pos sess <i>to possess again.</i>
U nite <i>to join ; to adhere.</i>	dis-u nite <i>to separate, divide.</i>	re-u nite <i>to join again.</i>
Em bod y <i>to form into a body.</i>	dis-em bod y <i>to divest of the body.</i>	re-em bod y <i>to embody again.</i>
Or gan ize <i>to construct.</i>	dis-or gan ize <i>to derange.</i>	re-or gan ize <i>to organize again.</i>
In her it <i>to receive by inheritance.</i>	dis-in her it <i>to deprive of inheritance.</i>	re-in her it <i>to inherit again.</i>

EXAMPLE II.

Words formed by prefixing *mis*, *pre*, and *re*.

Mis, prefixed to a word, signifies *wrong*, *erroneous*.

Pre, denotes *priority of time or rank*.

Re, means *again*, or *repetition*, (as before.)

Call <i>to name.</i>	mis-call <i>to call wrong.</i>	re-call <i>to call again.</i>
Count <i>to number, reckon.</i>	mis-count <i>to reckon wrong.</i>	re-count <i>to count again.</i>
Form <i>to make.</i>	mis-form <i>to form wrong.</i>	re-form <i>to form anew.</i>
Place <i>to put in place, fix.</i>	mis-place <i>to place wrong.</i>	re-place <i>to put again in place.</i>
Con duct <i>to lead, guide.</i>	mis-con duct <i>to conduct amiss.</i>	re-con duct <i>to conduct back.</i>
Judge <i>to decide.</i>	pre-judge <i>to judge beforehand.</i>	re-judge <i>to judge again.</i>
E lect <i>to choose, select.</i>	pre-e lect <i>to elect beforehand.</i>	re-e lect <i>to elect again.</i>
En gage <i>to enlist ; to employ.</i>	pre-en gage <i>to engage beforehand.</i>	re-en gage <i>to engage again.</i>
Es tab lish <i>to fix, settle.</i>	pre-es tab lish <i>to settle beforehand.</i>	re-es tab lish <i>to establish again.</i>
Ex am ine <i>to search into, try.</i>	Pre-ex am ine <i>to examine beforehand.</i>	re-ex am ine <i>to examine again.</i>

EXAMPLE III.

Words formed by prefixing *over*, *counter*, *ante*, and *post*.

Over, denotes *excess*, or *superiority*.

Counter, means *against*, or *opposite*.

Ante, signifies *before*. *Post*, signifies *after*.

Act <i>to do, perform; to imitate.</i>	over-act <i>to do or perform to excess.</i>	coun ter-act <i>to act in opposition; to hinder.</i>
Bal ance <i>to make equal; settle.</i>	o ver-bal ance <i>to exceed in weight or value.</i>	coun ter-bal ance <i>to weigh or balance against.</i>
Poise <i>to weigh.</i>	o ver-poise <i>to outweigh.</i>	coun ter-poise <i>to equal, to balance.</i>
Date <i>to note the time of an act or event.</i>	an te-date <i>to date before the true time.</i>	post-date <i>to date later than the real time.</i>
Di lu vi an <i>relating to the deluge.</i>	an te-di lu vi an <i>existing before the deluge.</i>	post-di lu vi an <i>existing after the deluge.</i>
Me rid i an <i>mid-day, noon.</i>	an te-me rid i an <i>being before noon.</i>	post-me rid i an <i>being after noon.</i>

EXAMPLE IV.

Words formed by prefixing *in*, *un*, *im*, *il*, *ir*, and *ig*.*

In and *un*, prefixed to words, generally mean *not*, *negation*, or *privation*.

Im, *il*, *ir*, and *ig*, which are substituted for *in*, signify the same.

Ac tive <i>quick; busy.</i>	in-ac tive <i>not active.</i>	Ho ly <i>pure, sacred.</i>	un-ho ly <i>wicked, not pure.</i>
Clem ent <i>mild, merciful.</i>	in-clem ent <i>not clement.</i>	Ea sy <i>quiet, not difficult.</i>	un-ea sy <i>not easy.</i>
De cent <i>fit, becoming.</i>	in-de cent <i>not decent.</i>	Mor al <i>virtuous.</i>	im-mor al <i>viscious.</i>

* These prefixes, in some few words, add intensity of meaning to the primitive words; as *press*, to squeeze; *im-press*, to press in or on: *fold*, to double; *in-fold*, to fold in: *radiate*, to emit rays; *ir-radiate*, to emit more rays.

Un, sometimes means, *undoing*: as *fold*, to double; *un-fold*, to undo the folding: *lock*, to fasten; *un-lock*, to open a lock.

In, when the word has a negative meaning, and will admit of it, is mostly used, and is considered preferable.

Mor tal <i>subject to death.</i>	im-mor tal <i>never dying.</i>	Le gal <i>lawful.</i>	il-le gal <i>unlawful.</i>
Per fect <i>faultless, pure.</i>	im-perfect <i>defective, not pure.</i>	Lib er al <i>generous, free.</i>	il-lib er al <i>not liberal.</i>
Prop er <i>fit, peculiar.</i>	im-prop er <i>not proper.</i>	Reg u lar <i>exact, orderly.</i>	ir-reg u lar <i>not regular.</i>
No ble <i>dignified, brave.</i>	ig-no ble <i>mean, worthless.</i>	Res o lute <i>firm, bold.</i>	ir-res o lute <i>wavering.</i>

EXAMPLE V.

Prefixes, which are applied to but few words in the language.

Semi, hemi, and demi, mean half.

Anti, means against, or opposed to.

Circum, signifies around.

Super, denotes excess, over, or above.

Non, signifies not ; or gives to words a negative meaning.

Sphere <i>a globe, orb.</i>	hem i-sphere <i>half of a globe.</i>	Add <i>to subjoin, in-crease.</i>	su per-add <i>to add over and above.</i>
Cir cle <i>a round figure.</i>	sem i-cir cle <i>half of a circle.</i>	Fine <i>not coarse.</i>	su per-fine <i>eminently fine.</i>
An nu al <i>yearly.</i>	sem i-an nu al <i>half yearly.</i>	Hu man <i>having the quali-ties of a man.</i>	super-hu man <i>above what is human.</i>
Pa pal <i>belonging to the pope.</i>	an ti-pa pal <i>opposing popery.</i>	Ap pear ance <i>coming in sight.</i>	non-appear ance <i>neglect of ap-pearing.</i>
Feb rile <i>partaking of fe-ver.</i>	an ti-feb rile <i>good against fe-vers.</i>	Residence <i>residing in a place.</i>	non-res i dence <i>not residing in a place.</i>
Nav i gate <i>to sail.</i>	circum-nav i gate <i>to sail round.</i>		

The following prefixes denote number : *bi, tri, tetra, penta, sex, hexa, sept, hepta, oct, octa, dec, deca, cent.*

Bi-en ni al, lasting, or being every two years.

Tri-en ni al, lasting, or being every three years.

Sex-en ni al, lasting, or being every six years.

Sep-ten ni al, lasting, or being every seven years.

Oc-ten ni al, lasting, or being every eight years.

De-cen ni al, lasting, or being every ten years.

Cen-ten ni al, lasting, or being every one hundred years.

Tet ra-gon, a square, or four-sided figure.

Pen ta-gon, a figure of five sides or angles.

Hex a-gon, a figure of six sides or angles.

Hep ta-gon, a figure of seven sides or angles.

Oc ta-gon, a figure of eight sides or angles.

Dec a-gon, a figure of ten sides or angles.

EXAMPLE VI.

Words formed by adding *ful*, and *less*.

Ful, added to a word, denotes *abundance*.

Less, means *without*, or *wanting*.

Fear	fear-ful	fear-less
<i>to be afraid of.</i>	<i>full of fear.</i>	<i>without fear.</i>
Help	help-ful	help-less
<i>to aid, assist.</i>	<i>affording aid.</i>	<i>without help.</i>
Mirth	mirth-ful	mirth-less
<i>merriment.</i>	<i>full of mirth.</i>	<i>without mirth.</i>
Pain	pain-ful	pain-less
<i>distress.</i>	<i>full of pain.</i>	<i>without pain.</i>
Thought	thought-ful	thought-less
<i>act of thinking.</i>	<i>full of thought.</i>	<i>careless, heedless.</i>
Mer cy	mer ci-ful	mer ci-less
<i>tenderness, forgiveness.</i>	<i>full of mercy.</i>	<i>without mercy.</i>
Pow er	pow er-ful	pow er-less
<i>authority, force.</i>	<i>full of power.</i>	<i>without power.</i>

EXAMPLE VII.

Words formed by adding *ly*, and *ness*.

Ly, added to a word, means *like*, or *in a manner*.

Ness, denotes *state* or *quality*.

Base	base-ly	base-ness
<i>mean, vile.</i>	<i>in a base manner.</i>	<i>meanness.</i>
Brisk	brisk-ly	brisk-ness
<i>lively, active.</i>	<i>actively.</i>	<i>liveliness.</i>
Cheap	cheap-ly	cheap-ness
<i>of low price.</i>	<i>at a low price.</i>	<i>lowness of price.</i>
Pen sive	pen sive-ly	pen sive-ness
<i>sorrowful.</i>	<i>sorrowfully.</i>	<i>melancholy.</i>
Qui et	qui et-ly	qui et-ness
<i>still, calm.</i>	<i>calmly, at rest.</i>	<i>rest, calmness.</i>
Rap id	rap id-ly	rap id-ness
<i>quick, swift.</i>	<i>quickly, swiftly.</i>	<i>quickness, swiftness.</i>

EXAMPLE VIII.

Words formed by adding *er*,* or, *ster*, *ess*, *ress* and *stress*

Er, or, and *ster*, denote the *agent* or *performer* of an action.

Ess, *ress*, and *stress*, denote the female sex; as *poet-ess*, *act-ress*, *seam-stress*.

* *Er*, when forming the comparison of adjectives, is an exception.

Act <i>to do, perform.</i>	act-or <i>he that acts.</i>	act-ress <i>a female who acts.</i>
Hunt <i>to chase, search.</i>	hunt-er <i>he that hunts.</i>	hunt-ress <i>a female hunter.</i>
Seam <i>two edges united.</i>	seam-ster <i>one who sews.</i>	seam-stress <i>a female who sews.</i>
Song <i>a poem, a ballad.</i>	song-ster <i>a singer.</i>	song-stress <i>a female singer.</i>
Di rect <i>to order, address.</i>	di rect-or <i>one who directs.</i>	di rect-ress <i>a female who directs.</i>

EXAMPLE IX.

Words formed by adding *able, ible, ity, ability, and ibility*.

Able, or ible, added to a word, signifies worthy to be, or capable of being.

Ity, ability, or ibility, signifies the state, condition, or quality of being.

Ac cept <i>to receive, take, admit.</i>	ac cept-a ble <i>likely to be accepted, pleasing.</i>	ac cept-a bil i ty <i>the quality of being acceptable.</i>
Ac cess <i>admission, increase.</i>	ac cess-i ble <i>that which may be approached.</i>	ac cess-i bil i ty <i>the quality of being accessible.</i>
Ad mire <i>to regard, esteem, love.</i>	ad mi-ra ble <i>worthy of being admired.</i>	ad mi-ra bil i ty <i>the quality of being admired.</i>
Con form <i>to comply with.</i>	con form-a ble <i>like, suitable.</i>	con form-i ty <i>compliance with.</i>
Re sist <i>to oppose, to act against.</i>	re sist-i ble <i>that which may be resisted.</i>	re sist-i bil i ty <i>the quality of resisting.</i>

EXAMPLE X.

Words formed by adding *ize, ist, and ism*.

Ize, added to a word, means to make, assimilate, treat of, or become.

Ist, denotes a person skilled in, or devoted to, some art, science or practice.

Ism, means doctrine, practice, or principles.

Dra ma <i>a play.</i>	dram a-tize <i>to represent in a drama.</i>	dram a-tist <i>a writer of a drama.</i>
Mor al <i>virtuous, honest, just.</i>	mor al-ize <i>to speak or write on morality.</i>	mor al-ist <i>a teacher of morals; a moral man.</i>

Sat ire <i>severe censure of vice or folly.</i>	Sat ir-ize <i>to censure as in a satire.</i>	sat ir-ist <i>one who writes satires.</i>
Har mo ny <i>musical concord, agreement.</i>	har mo-nize <i>to agree, to corres- pond.</i>	har mo-nist <i>a musician ; a har- monizer.</i>
Mag net <i>the loadstone, the stone that attracts iron.</i>	mag net-ize <i>to impart or receive magnetism.</i>	mag net-ism <i>the properties of the magnet.</i>
Mod ern <i>late, recent.</i>	mod ern-ize <i>to render modern.</i>	mod ern-ism <i>modern practice.</i>
Pa gan <i>a heathen.</i>	pa gan-ize <i>to render heathenish.</i>	pa gan-ism <i>heathenism.</i>

EXAMPLE XI.

Words formed by adding *ive*, and *ion*.

Ive, tive, and sive, mean tending to, or having the power or nature of.

Ion, tion and sion, denote the act, or state of being.

Af flict <i>to give pain.</i>	af flict-ive <i>giving pain, painful.</i>	af flic-tion <i>being afflicted.</i>
At tend <i>to wait on, listen.</i>	at ten-tive <i>heedful, regardful.</i>	at ten-tion <i>act of attending.</i>
Cre ate <i>to make, form.</i>	cre a-tive <i>having power to create.</i>	cre a-tion <i>the act of creating.</i>
Op press <i>to burden.</i>	Op press-ive <i>burdensome.</i>	op pres-sion <i>act of oppressing.</i>
Re tain <i>to keep, to hold.</i>	re ten-tive <i>able or apt to retain.</i>	re ten-tion <i>act of retaining.</i>

EXAMPLE XII.

Words formed by adding *ous, al, ish, age, ance, ence, and ment*.

Ous, and al, added to words, signify pertaining to, belonging to, full of, or like.

Ish, means like, somewhat like, or in some degree like.

Age, denotes rank, state, condition, reward or possession.

Ment, ance, and ence, denote the act of, state of being, condition, or that which.

Haz ard <i>danger ; chance.</i>	haz ard-ous <i>dangerous.</i>	Ru in <i>destruction.</i>	ru in-ous <i>destructive.</i>
Mar vel <i>to wonder.</i>	mar vel-ous <i>wonderful.</i>	Ven om <i>poison.</i>	ven om-ous <i>poisonous.</i>

Crime <i>an offence.</i>	crim i-nal <i>wicked, faulty.</i>	Peer <i>a nobleman; an associate.</i>	peer-age <i>dignity of a peer.</i>
Doc trine <i>precept, principle; teaching.</i>	doc trin-al <i>containing doctrine.</i>	Per son <i>a man, woman, or child.</i>	per son-age <i>a person of distinction.</i>
Form <i>shape, figure; ceremony.</i>	form-al <i>regular; ceremonious.</i>	Pu pil <i>a scholar.</i>	pu pil-age <i>state of a scholar.</i>
Frac tion <i>part of a whole number</i>	frac tion-al <i>belonging to a broken number.</i>	At tain <i>to gain.</i>	at tain-ment <i>acquisition.</i>
Black <i>dark; dismal.</i>	black-ish <i>somewhat black.</i>	Mer ry <i>gay, jovial.</i>	mer ri-ment <i>mirth.</i>
Child <i>a young person.</i>	child-ish <i>like a child.</i>	Per form <i>to do, execute; to act a part.</i>	per form-ance <i>act of performing; an action.</i>
Clown <i>a rude person.</i>	clown-ish <i>rude, ill-bred.</i>	Re pent <i>to exercise repentance.</i>	re pent-ance <i>sorrow for sin, penitence.</i>
Damp <i>moist, watery.</i>	damp-ish <i>rather damp.</i>	Oc cur <i>to come, appear, happen.</i>	oc cur rence <i>any event that happens.</i>
Pa rent <i>father or mother.</i>	parent-age <i>birth, decent.</i>		

Promiscuous Exercises.

The words to be defined according to the explanations given in the preceding examples.

Joy, gladness.	in-ac-tive	Ac-cept, to take, receive.
joy-ful	in-ac-tive-ly	ac-cept-er
joy-ful-ly	in-ac-tiv-i-ty	ac-cept-ance
joy-ful-ness	in-ac-tion	ac-cept-a-tion
joy-less	re-act	ac-cept-a-ble
joy-less-ly	re-ac-tion	ac-cept-a-bly
joy-less-ness	o-ver-act	ac-cept-a-ble-ness
joy-ous	coun-ter-act	ac-cept-a-bil-i-ty
joy-ous-ly	coun-ter-ac-tion	un-ac-cept-a-ble
joy-ous-ness	Legal, lawful, according to law.	Con-form, to comply with; make like.
Act, to do, perform.	le-gal-ly	con-form-er
ac-tive	le-gal-ize	con-form-ist
ac-tive-ly	le-gal-i-ty	con-for-ma-tion
ac-tive-ness	il-le-gal	con-form-i-ty
ac-tiv-i-ty	il-le-gal-ly	con-form-a-ble
act-or	il-le-gal-ize	in-con-form-i-ty
act-ress	il-le-gal-i-ty	non-con-form-ist
ac-tion	il-le-gal-ness	
ac-tion-a-ble		

non-con-form-i-ty	in-cor-rupt-i-ble	im-ma-ture
Cor-rupt, <i>to infect,</i>	in-cor-rupt-i-ble-ness	im-ma-ture-ly
<i>defile ; vicious,</i>	in-cor-rupt-i-bil-i-ty	im-ma-ture-ness
<i>spoiled.</i>	Gov-ern, <i>to rule, di-</i>	im-ma-tu-ri-ty
	<i>rect, manage.</i>	pre-ma-ture
cor-rupt-er	gov-ern-or	pre-ma-ture-ly
cor-rupt-ly	gov-ern-ess	pre-ma-ture-ness
cor-rupt-ness	gov-ern-ment	pre-ma-tu-ri-ty
cor-rupt-ive	gov-ern-ment-al	An-gu-lar, } <i>having</i>
cor-rup-tion	gov-ern-a-ble	An-gu-lous } <i>angles or corners.</i>
cor-rupt-i-ble	un-gov-ern-a-ble	an-gu-lar-ly
cor-rupt-i-bly	mis-gov-ern	an-gu-lar-i-ty
cor-rupt-i-ble-ness	mis-gov-ern-ment	bi-an-gu-lous
cor-rupt-i-bil-i-ty	Mature, <i>ripe ; com-</i>	tri-an-gu-lar
un-cor-rupt	<i>plete ; to ripen,</i>	pent-an-gu-lar
in-cor-rupt	<i>to perfect.</i>	sex-an-gu-lar
in-cor-rupt-ive	ma-ture-ly	sept-an-gu-lar
in-cor-rupt-ness	ma-tu-ri-ty	oct-an-gu-lar
in-cor-rup-tion		

SECTION LXXXVII.

Brief introduction to the Arts and Sciences, including explanations of some of the Phenomena of Nature.

Agriculture, the most useful and important of all pursuits, is the knowledge of soils, and their proper adaptation and management for the production of food for man and beast.

Architecture is the art of planning and building all sorts of edifices according to the best models.

Commerce is the art of exchanging one commodity for another, by buying and selling, with a view to gain ; by which one country participates in the productions of all others.

Sculpture is the art of carving or hewing stone, and other hard substances, into images.

Painting is one of the fine arts ; and by a knowledge of the principles of drawing, and the effects of colours, it teaches to represent all sorts of objects.

Anatomy is the art of dissecting the human body when dead, and of examining and arranging its component parts, in order to discover the nature of diseases, and thereby promote the knowledge of medicine and surgery.

Biography is the historical account of the lives of particular men, and may be called the science of life and manners.

Chronology is the science of computing time, and distinguish-

ing its parts, so as to determine what period has elapsed since any memorable event.

Arithmetic is the art of computing by numbers : it consists of four separate operations ; addition, subtraction, multiplication, and division.

History is a narrative of past events, relative to all ages and nations. It is the guide of the statesman, and the favourite study of the enlightened scholar. It is the common school of mankind, equally open and useful to all.

Natural History includes a description of the forms and instinct of animals, the growth and properties of vegetables, and whatever else is connected with nature.

Botany is that part of natural history which treats of vegetables : it arranges them in their proper classes, and describes their structure and use.

Cosmography is a description of the world, or the universe, including the earth and infinite space. It divides itself into two parts, *geography* and *astronomy*.

Geography is that science which makes us acquainted with the constituent parts of the globe, and its distribution into land and water. It also teaches us the limits, boundaries, and peculiarities of countries.

Astronomy is that grand and sublime science which makes us acquainted with the figures, distances, and revolutions of the planetary bodies, and with the nature and extent of the universe.

Philosophy is the study of nature, of mind, and of morals, on the principles of reason.

Logic is the art of employing reason efficaciously, in inquiries after truth, and in communicating the result to others.

Poetry is the art or practice of writing poems, or pieces in verse ; by arranging the words and syllables in such equal order, as to produce that harmony which distinguishes it from prose. *Verse* may be either blank or in rhyme. In blank verse, the last words of the line do not correspond in sound, as they do in rhyme.

Music is the science of harmony, produced by a combination of melodious sounds.

Air is a transparent, invisible, elastic fluid, encompassing the globe to the height of several miles. It contains the principles of life and vegetation ; and is found by experiment to be eight hundred times lighter than water.

Wind is a sensible agitation of the air, whereby a large quantity flows in a current out of one region into another.

Clouds are vapours suspended in the air, from a quarter of a mile to two miles high. A fog is a cloud which touches the earth.

Dew is produced from extremely subtile particles of water floating about in a calm and serene air, which being condensed by the coolness of night, fall to the earth in fine and delicate rains.

Mists are a collection of vapours commonly rising from marshes or rivers, and become more visible as the light of the day decreases. When a mist ascends high in the air, it is called a cloud.

Rain is produced from clouds, condensed, or run together by the cold ; which, by their own weight, fall in drops of water. When they fall with violence, they are supposed to be impelled by the attraction of electricity.

Hail is merely drops of rain in a frozen state. It is formed from rain, congealed by the coldness of the atmosphere, in its descent.

The *Rainbow* is produced by the refraction and reflection of the sun's beams from falling drops of rain. It can only be seen when the spectator turns his back to the sun, and when it rains on the opposite side.

Tides are the alternate flux and reflux of the sea, which takes place about every six hours.

Thunder and *Lightning* are occasioned by the power called electricity. Lightning consists of a stream of the electrical fire or fluid, passing between the clouds and the earth ; and the thunder is nothing more than the explosion with its echoes.

Thunder and Lightning bear the same relation to each other, as the flash and the report of a cannon ; and by the space of time which occurs between them in both cases, their distance from a particular spot may be known, reckoning 1142 feet for every second.

An *Earthquake* is a sudden motion of the earth, supposed to be caused by electricity, or by steam, generated in caverns of the earth.

Religion is the worship offered to the Supreme Being, in a manner that we conceive to be the most agreeable to his revealed will, in order to procure his blessing in this life, and happiness in a future state.

SECTION LXXXVIII.

NUMBERS.

<i>Letters.</i>	<i>Figures.</i>	<i>Names.</i>	<i>Letters.</i>	<i>Figures.</i>	<i>Names.</i>
I	- 1	- One	XX	- 20	- Twenty
II	- 2	- Two	XXX	- 30	- Thirty
III	- 3	- Three	XL	- 40	- Forty
IV	- 4	- Four	L	- 50	- Fifty
V	- 5	- Five	LX	- 60	- Sixty
VI	- 6	- Six	LXX	- 70	- Seventy
VII	- 7	- Seven	LXXX	- 80	- Eighty
VIII	- 8	- Eight	XC	- 90	- Ninety
IX	- 9	- Nine	C	- 100	- 1 hundred
X	- 10	- Ten	CC	- 200	- 2 hundred
XI	- 11	- Eleven	CCC	- 300	- 3 hundred
XII	- 12	- Twelve	CCCC	- 400	- 4 hundred
XIII	- 13	- Thirteen	D	- 500	- 5 hundred
XIV	- 14	- Fourteen	DC	- 600	- 6 hundred
XV	- 15	- Fifteen	DCC	- 700	- 7 hundred
XVI	- 16	- Sixteen	DCCC	- 800	- 8 hundred
XVII	- 17	- Seventeen	DCCCC	- 900	- 9 hundred
XVIII	- 18	- Eighteen	M	- 1000	- 1 thousand
XIX	- 19	- Nineteen	MDCCCXXXIX	- 1839	

SECTION LXXXIX.

Abbreviations used in Writing.

A. Answer.	Co. { Company ; or	Deg. Degree.
A. A. S. Fellow of the	County.	Del. Delaware.
American Academy.	Col. Colonel. [ers.	Dept. Deputy.
A. B. Bachelor of Arts.	Com. Commission-	Deut. Deuteronomy.
A. D. In the year of	Conn. or Ct. Connec-	Do. or Ditto. The
our Lord.	ticut.	same.
A. M. {	Cor. Corinthians.	Dr. { Doctor ; or
	C. P. S. Keeper of	Debtor.
	the Privy Seal.	E. East.
or In the year	C. S. Keeper of the	Eccl. Ecclesiastes.
	Seal.	Ed. { Edition ; or
Apr. April.	Cr. Credit.	Editor.
Aug. August.	Cts. Cents.	E. G. For Example.
Bart. Baronet.	Cwt. Hundred	Eng. { England ; or
B. D. Bachelor of Di-	weight.	English.
vinity.	D. C. District of	Ep. Epistle.
B. V. Blessed Virgin.	Columbia.	Eph. Ephesians.
C. or cent. a hundred.	D. D. Doctor of Di-	Esq. Esquire.
Capt. Captain.	vinity.	Ex. { Example ; or
Cash. Cashier.	Dea. Deacon.	Exodus
Chap. Chapter.	Dec. December.	Exr. Executor.
Chron. Chronicles.		

Feb. February.	Mr. { Master ; or	Qr. Quarter.
Fig. Figure.	{ Mister.	Regr. Register.
Flor. Florida.	Messrs. { Gentlemen ;	Rep. Representa-
Fr. { France ; or	{ or Sirs.	tive.
{ Francis.	Mrs. Mistress.	Rev. { Revelation ;
F. R. S. Fellow of the	M. P. Member of	{ or Reverend.
Royal Society.	Parliament.	Rt. Hon. Right Hon-
Gal. Galatians.	MS. Manuscript.	ourable.
Geo. { George ; or	MSS. Manuscripts.	Rom. Romans.
{ Georgia.	N. North.	R. I. Rhode Island.
Gov. Governor.	N. B. Take Notice.	S. { South ; or
Gen. { General ; or	N. C. North Caro-	{ Shilling.
{ Genesis.	lina.	S. A. South America.
Gent. Gentleman.	N. H. New Hamp-	Sam. Samuel.
Hon. Honourable.	shire.	S. C. South Caro-
Hund. Hundred.	N. J. New Jersey.	lina.
Ibid. In the same place.	No. Number.	Sec. { Section, or
Ind. Indiana.	Nov. November.	{ Secretary.
Inst. Instant.	N. S. New Style.	Sen. { Senator ; or
Isa. Isaiah.	N. W. T. North	{ Senior.
Jac. Jacob.	Western Terri-	Sept. September.
Jan. January.	tory.	Serg. Sergeant.
Josh. Joshua.	N. Y. New York.	Servt. Servant.
Jun. Junior.	O. Ohio.	St. { Saint ; or
K. King.	Obj. Objection.	{ Street.
Km. Kingdom.	Obt. Obedient.	S. T. P. Professor of
Kt. Knight.	Oct. October.	Divinity.
L. { Lord ; or	O. S. Old Style.	S. T. D. Doctor of
{ Lady.	Parl. Parliament.	Divinity.
Lat. Latitude.	Penn. or Pa. Penn-	Tenn. Tennessee.
lbs. Pounds.	sylvania.	Thess. Thessalo-
L. C. Lower Canada.	Per. by the ; (as per	nians.
Lev. Leviticus.	yard, by the yard.)	Tho. Thomas.
Lieut. Lieutenant.	Per cent. By the hun-	Tim. Timothy.
LL. D. Doctor of	dred.	U. C. Upper Canada.
Laws.	Pet. Peter.	Ult. The last.
Lon. Longitude.	Phil. { Philip ; or	U. S. A. United
Lou. Louisiana.	{ Philipians.	States of America.
L. S. Place of the seal.	Philom. A lover of	Va. Virginia.
M. Marquis.	learning.	Viz. To wit ;
Maj. Major.	P. M. { Post Master ;	namely.
Mass. Massachusetts.	{ or Afternoon.	Vt. Vermont.
Mat. Matthew.	P. O. Post Office.	W. West.
Math. Mathematics.	P. S. Postscript.	W. I. West Indies.
M. B. Bachelor of Phy-	Ps. Psalm.	Wm. William.
sic.	Pres. President.	Wp. Worship.
M. D. Doctor of Physic.	Prof. Professor.	Wt. Weight.
Md. Maryland.	Q. { Question ; or	Yd. Yard.
Me. Maine.	{ Queen.	&c. And so forth.

SECTION XC.

Explanation of the Pauses and Characters used in writing.

Punctuation is the division of a composition into sentences or parts of sentences, by points or marks denoting a total suspension of the voice during a certain space of time, in order to show more clearly the sense and relation of words.

The *comma* (,) denotes a pause the time of pronouncing *one* syllable; the *semicolon*, (;) *two*; the *colon*, (:) *three*; and the *period*, (.) *four*.

(?) The *interrogation point* is used when a question is asked; as, "Why do you weep?"

(!) The *exclamation point* is used after any thing wonderful or surprising; as, "My friend! this conduct amazes me!"

() The *parenthesis* includes something explanatory, which if left out, would not obscure the sense; and should be read in a quicker and lower tone of voice than the rest of the sentence.

[] The *brackets* include a word or sentence which serves to explain something that precedes or follows.

(') An *apostrophe* denotes the omission of one or more letters; as, *lov'd, tho', for loved, though*. It likewise denotes the possessive case; as, *John's hat*.

(-) A *hyphen* joins words or syllables; as, *ink-stand*.

(") A *quotation* denotes a passage that is taken from some other author.

(Δ) A *caret* is used only in writing, to show that a letter or word has been left out; as, he ^{is} a dutiful child.

(—) A *dash* denotes a sudden pause, or a change of subject.

{ A *brace* is used to connect several lines or words together.

☞ An *index* points to some important passage.

¶ A *paragraph* denotes the beginning of a new subject.

§ A *section* is used to subdivide chapters.

* † ‡ || An *asterisk* and *other references* refer to some note in the margin or at the bottom of a page.

Capital Letters.

Capital letters should be used at the beginning of every book, chapter, note, and sentence: they should begin all appellations of the Deity; proper names of persons, places, rivers, mountains, lakes, &c. and all adjectives derived from proper names; and the pronoun *I*, and interjection *O*; likewise every line of poetry.

Whole words are sometimes printed in **CAPITALS**, to denote their peculiar importance, or to render them conspicuous or emphatical.

SMALL CAPITALS, and *Italic characters*, are also used for the same purpose; but denote a less degree of importance or emphasis.

In writing, words intended for capitals, should have three lines drawn under them; for small capitals, two; and for italics, one.

SECTION XCI.

ERRORS IN PRONUNCIATION.

A few of the most common errors in pronunciation are here pointed out, for the purpose of directing the attention of learners to this important subject. Great care is necessary, to form a *clear, distinct, and correct articulation*, at the very commencement of study.

The examples here given, embrace but few of the words belonging to each class.

1. In the first place, the *omission* of the sound of *r*, in such words as farm, harm, star, force, floor, more, worth, world, horse, remorse—incorrectly pronounced, fa'm, ha'm, sta', fo'ce, floo', mo'e, wo'th, wo'ld, ho'se, remo'se.

2. *Adding* the sound of *r* to such words as idea, potato, tobacco—mispronounced, idear, potatur, tobaccur.

3. *Omitting* the sound of *o* in such words as history, memory, victory—mispronounced, hist'ry, mem'ry, vict'ry.

4. *Omitting* the sound of *e* in such words as every, several, tottering, utterance, murderer—mispronounced, ev'ry, sev'ral, tott'ring, uti'rance, murd'rer.

5. Sounding the diphthong *oi* like long *i*, in such words as boil, hoist, joint, oil, point, spoil—mispronounced, bile, histe, jinte, ile, pinte, spile.

6. *Omitting* the sound of *h* in such words as wheat, what, white, whale, whisper—mispronounced, w'eat, w'at, w'ite, w'ale, w'isper.

7. *Adding* the sound of *u* after *l* and *r*, in such words as elm, helm, alarm, overwhelm—mispronounced, elum, helum, alarum, overwhelmum.

8. Sounding *o* like *u* in such words as collect, command, complete, confine, correct—mispronounced, cullect, cummand, cumpete, cunfine, currect.

9. Sounding *e* like *u*, in such words as silent, prudent, dependence, providence—mispronounced, slunt, prudunt, dependunce, providunce.

10. Sounding *a* like *u*, in such words as defiance, defendant, descendant—mispronounced, defiunce, defendunt, descendunt.

11. *Omitting* the sound of *g*, in the termination *ing*; as in walking, dancing, eating, sleeping, morning, running, resting, writing—incorrectly pronounced, walkin, dancin, eatin, sleepin, mornin, runnin, restin, writin.

SECTION XCII.

EQUIVOCAL WORDS;

EACH OF WHICH HAS SEVERAL DIFFERENT MEANINGS.

Ball, a round substance :—an entertainment of dancing.

Bank, a heap of earth :—a place where money is kept.

Base, vile, worthless :—the foundation.

Beam a piece of timber :—a ray of light

- Bill, the beak of a bird :—an account of money.
 Blade, the sharp part of a weapon :—a leaf of grass.
 Box, a case or chest :—a blow :—name of a tree.
 Charge, accusation :—expense :—command.
 Coun-ter, a shop table :—contrary to.
 Dear, beloved :—expensive.
 Die, to expire :—stamp used in coinage :—a colour—a small cube.
 Draw, to pull :—to take from a cask :—to delineate.
 Drug, a medicinal simple :—any worthless thing.
 Ear, the organ of hearing :—a spike of corn.
 Fair, beautiful :—just :—a stated market.
 Fast, firm :—swift :—abstinence from food.
 Fig-ure, shape :—a statue :—a numerical character.
 Fit, proper :—a paroxysm.
 Flag, a water plant :—a paving stone :—colours or ensigns.
 Foot, the part on which we stand :—twelve inches.
 Game, sport :—a single match at play :—animals chased.
 Grave, a place for the dead :—solemn, serious :—to carve.
 Graze, to feed on grass :—to touch lightly.
 Hail, frozen rain :—to salute.
 Hide, to conceal :—the skin of an animal.
 Hop, to jump on one leg :—a climbing plant.
 Kind, benevolent :—a sort.
 Lawn, fine linen :—an open space between woods.
 League, a confederacy :—three miles.
 Let-ter, an alphabetic character :—a written message.
 Lie, to utter wilful falsehoods :—to rest.
 Light, illumination :—not heavy :—to kindle.
 Like, resembling :—to be pleased with.
 Lock, fastening for doors :—a tuft of hair or wool :—works to confine water in a canal.
 March, the third month :—to walk in procession.
 Meal, a repast :—the edible part of corn.
 Mean, base, low :—to intend :—to signify.
 Mine, a place containing minerals :—belonging to me.
 Mint, a plant :—the place where money is coined.
 Nail an iron spike :—the horny substance at the end of the fingers and toes.
 Nap, a short sleep :—down on cloth.
 Ner-vous, vigorous :—having weak nerves.
 Ounce, an animal :—a weight.
 Pine, a tree :—to languish.
 Pump, an engine to raise water :—a shoe.
 Race, a generation :—a course at running.
 Re-pair, to mend :—to go to.
 Rest, repose :—remainder.
 Ring, a circle :—to sound.
 Rose, a flower :—did rise.
 Rush, a plant :—to move with violence.
 Sage, a plant :—wise.
 Spring, one of the four seasons :—elastic force :—a fountain.
 Steep, much inclined :—to soak.
 Swal-low, a bird :—to take down the throat.
 Well, a deep narrow pit of water :—in good health.
 Yard, enclosed ground :—a measure of three feet.

SECTION XCIII.

POLITICAL AND SOCIAL CATECHISM.

Q. What are your social duties?

A. As a citizen of the United States, I am bound to obey the laws of my country.

Q. What is law?

A. Law is a command to do, or not to do, or a permission to do, some act; and must be made by competent authority.

Q. For what purpose are laws made?

A. For the protection and security of the people and their property against violence, oppression, injustice, and the ungovernable passions of those who would injure and destroy one another, if they were not restrained.

Q. What is considered the supreme law of the land?

A. The Constitution of the United States; together with all laws and treaties made under its authority.

Q. What constitutes the United States?

A. The United States consist of a union of Twenty-six independent states, besides extensive territories, united under one general government.

Q. What is political government?

A. It is the exercise of authority over nations or states, by enforcing or administering such laws as are given in any community.

Q. What is the government of the United States?

A. It is called Republican—which is a free government, and may be considered the happiest and best in the world.

Q. In whom is the sovereign power vested?

A. In the people. They elect their own officers or rulers, who are accountable to them for all their actions.

Q. Into how many branches is the general government divided?

A. Three: the legislative, the executive, and the judicial.

Q. What is legislative power?

A. The power of making laws.

Q. What is executive power?

A. The power of administering, or putting the laws into execution.

Q. What is the judicial power?

A. The power of trying causes, and deciding all matters of controversy.

Q. Who are the principal officers of the United States?

A. The president, vice-president, senate, and house of representatives; and the different officers by them appointed.

Q. In whom is the executive power vested?

A. In the president; who is placed at the head of the nation.

Q. How are the president and vice-president chosen?

A. They are chosen for *four years*, by electors appointed for that purpose, in such a manner as each state shall by law direct.

Q. How are the laws of the United States made?

A. They are made by the Senate, and House of Representatives;

who are called the "Congress of the United States"—and must be approved and signed by the President.*

Q. What is the Senate of the United States?

A. It is composed of two senators from each state ; chosen by the state legislature for *six years*.

Q. Who is president of the Senate?

A. The vice-president of the United States.

Q. What is the House of Representatives?

A. It consists of members from all the states in the Union ; chosen by the people every *two years*.

Q. How often do Congress meet?

A. They generally meet once a year ; on the first monday in December.

Q. Where do they meet?

A. At the Capitol, in the city of Washington.

Q. In whom is the judicial power of the United States vested.

A. In the Supreme Court of the United States, composed of nine judges ; and in such inferior courts, as Congress may ordain and establish.

Q. How far does the judicial power extend?

A. To all cases in law and equity, arising under the constitution, treaties, and laws of the United States.

Q. What is the distinction between the National and State Governments?

A. There is a distinct and perfectly organized government, for the whole people of the United States, for certain defined purposes ; in which all the people have a common interest : and there are likewise State Governments for all other purposes, which act within their own limits, and on their own citizens. Every person is, at all times, subject to both these governments.

Q. What are the State Governments?

A. They are representative Republics.

Q. How are they conducted?

A. By written constitutions, adopted by the people, and the laws made under them.

Q. Into how many branches is each state government divided?

A. Three : the legislative, executive, and judicial.

Q. How are the state laws made?

A. Similar to those of the United States.

Q. Who is the principal officer of each state?

A. The Governor.

Q. How is he appointed?

A. In some states, he is elected by the people ; in others by the legislature.

Q. How are the states divided?

A. Into counties ; and the counties into towns : each of which have their officers.

* If the President refuse to sign a bill, and two thirds of both branches of Congress concur, it becomes a law without the President's signature.

Q. What is the chief object of law ?

A. The prevention of crimes, by punishment, for the example of others, with imprisonment and death.

Q. What are some of the crimes for which death is inflicted.

A. Murder, piracy, arson, and treason.

Q. How are crimes not capital, punished ?

A. By imprisonment in the state prison for life, or for a number of years ; by imprisonment in the common jail, and fine ; by confinement in houses of correction, and fine ; or by fine only.

Q. How is the guilt of an offender ascertained ?

A. By public trial in a court of law ; in which twelve persons are a sworn jury, to decide whether they all think him *guilty*, or *not guilty*.

Q. Is the duty of a juryman important ?

A. It is one of the most important duties that a citizen is called upon to perform. The life, liberty, property, and honour of individuals are at his disposal : because every juror must agree to the verdict before it can be pronounced ; and each one is bound to decide according to his own view of the subject, and not according to the views or wishes of others.

Q. What are the means of avoiding crimes ?

A. Constantly to avoid temptation ; always to shun bad or loose company ; never to spend more than your income ; never to do what your conscience tells you is wrong ; and always to remember you are in the presence of your Maker.

Q. What are the other motives for avoiding crimes ?

A. The experience of all wicked men, and their frequent declarations, that a life of crime is a life of anxiety, trouble, torment, and misery : and also the known fact, that contentment, health, cheerfulness, and happiness, attend a good conscience, and an honest and virtuous life.

Q. What is the duty of good citizens ?

A. To be respectful to rulers, and obedient to the laws ; to maintain the public peace ; to earn by honest and useful industry, in their several callings, the means of subsistence ; to reverence and respect the duties of religion ; and to perform all the relative and social duties of life with honesty and humanity.

PRESIDENTS OF THE UNITED STATES.

Names.	Born.	Elected Pres.	Service, No. yrs.	Retired, aged.	Decease.	Age.
1. George Washington,	1732	1789	8	66	Dec. 14, 1799,	67
2. John Adams,	1735	1797	4	66	July 4, 1826,	91
3. Thomas Jefferson,	1743	1801	8	66	July 4, 1826,	83
4. James Madison,	1751	1809	8	66	June 28, 1836,	85
5. James Monroe,	1759	1817	8	66	July 4, 1831,	72
6. John Quincy Adams,	1767	1825	4	62		
7. Andrew Jackson,	1767	1829	8	70		
8. Martin Van Buren,	1782	1837				

THE END.



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